DOCUMENT RESUME

ED 303 026 EC 212 119

AUTHOR	Leach, Lynda N.; Harmon, Adrienne S.
TITLE	Annotated Bibliography on Transition from School to Work. Volume 3.
INSTITUTION	Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	88
CONTRACT	300-85-0160
NOTE	284p.; For volumes 1 and 2, see ED 279 115 and ED 291 168.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Disabilities; *Education Work Relationship; *Federal Aid; High Schools; Resources; *Transitional Programs

ABSTRACT

The annotated bibliography cites and abstracts 457 documents, originally published from about 1976 through 1987, concerned with the transition of handicapped students from school to work. Citations include journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. Although citations are in no particular order, an author index, a descriptor index, and a title index provide access. Also provided is a listing of those documents developed by the Transition Institute at the University of Illinois which can be obtained through the ERIC (Educational Resources Information Center) system. A "Project Products Listing" is organized by competition number and lists material developed by particular currently funded projects. The OSERS (Office of Special Education and Rehabilitation Services) Project Listing provides contact information for currently funded projects. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303026

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Annotated Bibliography on Transition from School to Work

Volume 3

Lynda N. Leach
Adrienne S. Harmon

EC 212119

TRANSITION INSTITUTE AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

Project Officer: William Halloran

For more information on the Transition Institute at Illinois, please contact:

Dr. Frank R. Rusch, *Director*
College of Education
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-2325

Merle L. Levy, Publications Editor

Annotated Bibliography on Transition from School to Work

Volume 3

Lynda N. Leach

and

Adrienne S. Harmon

C 1988 by The Board of Trustees of the University of Illinois

TABLE OF CONTENTS

Preface 5
Guide to Entries & Indexes 6
Annotated Bibliography on Transition 7
Author Index 191
Descriptor Index 201
Title Index 207
Transition Institute Documents in ERIC 235
Project Products Listing 237
OSERS Projects File Listing 257

PREFACE

This volume of the Annotated Bibliography on Transition from School to Work is the third in the series of monographs documenting the literature in the field of transition. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, research reports--to name a few. We attempt to be broad in scope, but we cannot claim to be comprehensive. There are others who are making similar literature review efforts in specialized areas of transition, such as in work evaluation and federal legislation, and when these resources are found, they are included in our data base.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and most important, soliciting from the OSERS funded projects their reports and products. This volume reflects significantly their contributions, particularly in the form of final reports and video presentations. Project funding is expiring in several competition areas, and perhaps the literature will soon reflect evaluation and follow-up efforts as people take time to write about their experiences. Videocassette recordings are becoming a popular tool to market transition services and to educate parents, employers, and the public as to the goals of national and local transition efforts. Parent involvement literature is growing significantly and is indicative of the importance of parents in their child's transition process.

The organization of Volume 3 is basically the same as that of the previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. It is intended that each document citation contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries & Indexes" has been included to help identify key document elements. The "Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number and by a number at the end of the citation that corresponds to the "OSERS Project File Listing," which facilitates direct contact with the project. New in the Appendix is the "Transition Institute ERIC Documents Listing" that includes those Institute documents which have been entered into the ERIC data base and are accessible by ED number.

Our growing data base has become a unique resource for documenting state-of-the-art transition products and activities. Again, we would like to thank all of the OSERS projects for responding to our information requests and sharing their products and activities with others concerned with transition.

Lynda Nash Leach
Adrienne Seccia Harmon

GUIDE TO ENTRIES

Entry Number _____ 32.

Author _____ Moon, Sherril; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

Date _____

Title/journal/publisher _____ The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

See Note below for detail ... (Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job coach / vocational evaluation / job placement / follow-up studies / Virginia / transition models

Annotation _____ This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendixes, see the Project Products Listing for other material received by OSERS Projects and the OSERS Project File Listing for contacting project.

GUIDE TO INDEXES

Author/Subject/Title _____

Entry Number _____

Absenteeism - 245
Accommodation - 19, 124, 256, 270, 270, 282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON TRANSITION

1.
Regional Rehabilitation Exchange (1987).

Catalog of exemplary rehabilitation programs and practices. Austin, TX: Southwest Educational Development Laboratory.

model programs / vocational rehabilitation / Regional Rehabilitation Exchange

The Regional Rehabilitation Exchange surveys the rehabilitation community for programs and practices which can document especially effective approaches to rehabilitation service delivery and which can serve as models for other rehabilitation practitioners and administrators. In this catalog exemplary programs are classified by scope: (a) job placement/job development, (b) short-term transitional programs, (c) transitional programs with ongoing services, (d) supportive services for post-secondary disabled students, (e) high technology applications, (f) adult learning disabled programs, and (g) independent living service programs. Contact persons, client profiles, program objectives, outcomes, costs, etc. are provided in each program/practice description.

2.
Wuerch, Bonnie Biel; & Voeltz, Luanna M. (1982).

Longitudinal leisure skills for severely handicapped learners: the Ho'onanea curriculum component. Baltimore, MD: Paul H. Brookes Publishing Company.

Ho'onanea curriculum / leisure skills / community integration

Three factors make longitudinal leisure skills relevant for wide dissemination and use. First, there have been increasing efforts to place severely handicapped students in least restrictive environments. Second, this curriculum emphasizes the necessity to provide direct training of leisure activities and skills in order to promote community integration. Finally, the curriculum recognizes the importance of the home environment in the development and maintenance of leisure skills. This program includes parents in all aspects of the planning and implementation of leisure activities training. The Ho'onanea project developed and validated the curriculum component described in this manual through instructional activities with severely handicapped students ranging primarily from 12 to 20 years of age. The curriculum component has been designed to meet particular leisure education needs of severely handicapped individuals related to community adjustment in a variety of environments. It is not intended to

address the full spectrum of leisure/recreation environments that should be systematically programmed. The activities that are included in this curriculum are primarily indoor, individual, and dyadic and do not involve activities that are oriented toward physical activity.

3.
Browning, Philip; Wallace, Robyn; White, W. A. T.; Zembrosky-Barkin, Patti; & Nave, Gary (1986).

Simulation training: An instructional approach to transition: A select annotated bibliography. Eugene, OR: Rehabilitation Research and Training Center in Mental Retardation, University of Oregon.

literature review / simulation training / independent living

This bibliography provides comprehensive coverage of the literature (73 references) on simulation training and the handicapped. Author and subject indexes provide access to these annotated references.

4.
AVA; SND; & NAVESNP (1987).

Vocational special needs teacher education directory. Author.

vocational education special needs personnel / directories

This directory of vocational special needs personnel is organized by state and gives contact information as well as instructional and research responsibilities of the position. Indexes by state and name provide easy access to this directory.

5.
Louis Harris & Associates, Inc. (n.d.).

Executive summary: The ICD Survey II: Employing disabled Americans: A nationwide survey of 920 employers. New York: Author.

attitudes / employer involvement / barriers / employment outcomes

This executive summary provides an overview of survey findings of 920 employers of the disabled. Many findings described in the chapters of the report do not appear in this summary. Readers are urged to read the chapters in order to understand the full findings of the survey.

6.
Louis Harris & Associates, Inc. (1986).

Executive summary. The ICD survey of disabled Americans. Bringing disabled Americans into the mainstream. A nationwide survey of 1,000 disabled people. New York: Author.

attitudes / barriers / employment outcomes

This executive summary provides an overview of the results of a survey of 1,000 disabled Americans. Many findings described in the body of the report do not appear in this summary. Readers are urged to examine the body of the report to understand the full findings of this survey.

7.
Wircenski, Jerry L.; Passmore, David Lynn; Emshoff, Borden; Ay, Unal; & Kulachi, Mehmet (1981).

Handbook for the implementation of school-to-work transition skills for disadvantaged youth. University Park, PA: Division of Occupational and Vocational Studies. The Pennsylvania State University.

vocational training / transition / literature review / disadvantaged youth

This Handbook will be of assistance to vocational educators in the selection of applicable transition skills, the procurement of resource materials, the identification of exemplary programs, and the identification of key personnel and officers at the federal and state levels, in research and in professional organizations. The Handbook consists of five major sections: (a) a listing of school-to-work transition skills for disadvantaged youth, (b) sources of information pertaining to exemplary programs for disadvantaged youth; (c) resource materials applicable to the delivery of the skills, (d) a listing of general information sources, and (e) a bibliography of references used in the construction of the handbook.

8.
Salzberg, Charles L.; Lignugaris/Kraft, Benjamin; & McCuller, Glen L. (n.d.).

Reasons for job loss: A review of employment termination studies of mentally retarded workers. (Manuscript submitted for publication.) Logan, UT: Department of Special Education. Utah State University.

vocational training / job retention / transition

This article reviews studies over a 35-year period that have examined job loss in mentally retarded workers. First, reasons for job loss that relate to workers' vocational competence were separated from other reasons for job loss, such as economic and family factors. Then, reasons relating to vocational competence were classified into four categories: job responsibility, task-production skills, task-related social skills, and personal-social skills. Reasons for job loss among mentally retarded workers are broadly distributed across both social and nonsocial domains, including job responsibility factors such as attendance and punctuality, task production factors such as inadequate quality and rate of work, task-related social skill deficits such as not following instructions and responding inappropriately to criticism, and personal-social inadequacies such as inappropriate dress, bizarre and aggressive bahavior, and inadequate or offensive verbal repertoires. The results of the review are discussed in relation to training issues for job retention of mentally retarded workers.

9.
Fisher, Adrian T.; & Harnisch, Delwyn L. (1987, April).

Career aspiration models of adolescents and young adults: A comparison of handicapped and nonhandicapped students. (Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.)

transition / employment outcomes / career guidance / High School and Beyond: A national longitudinal study for the 1980's

The analyses of the career aspiration models of the youth in the High School and Beyond study have provided a picture of some unexpected consistency among their career aspirations and the relative importance of the factors in the discriminant analyses. The authors consider the significance of these findings and propose that there may be a serious need to reevaluate the place of the handicapped in the educational system and the impact the system has on their development and growth.

10.
Hooley, Michael (1987).

Transition from school to work and adult life: A guide for planners. Mountain Plains Regional Resource Center: Des Moines, IA: Drake University, and Logan, UT: Utah State University.

transition / program development / curriculum

The purpose of this document is to provide a framework necessary to plan transition programs. The intended audience is special

education, vocational rehabilitation, vocational education, and human services personnel, parents, and advocates who plan transition programs. The focus of this document is planning activities that enhance transition services for youth and adults with disabilities.

11.
Rusch, Frank R.; Schutz, Richard P.; Trach, John S.; Winking, Debbie; Tines, Jeffrey; & Heal, Laird (1987).

Supported employment in Illinois: Model programs.
Champaign, IL: OCDSP/Transition Institute.

model programs / Illinois / supported work

This document serves two purposes in that it is not only a directory of supported employment model programs in Illinois, but also a definitive statement of supported employment, its costs, and its successes.

12.
Grace, Sarah; & Culpepper, Maribeth (n.d.).

Death and dying: A group experience with MR/DD adults.
Los Alamos, NM: Las Cumbres Learning Services, Inc.
(Comp. No. 84.158A - OSERS File No. 28)

death and dying / curriculum

Nine MR/DD adult group home clients and two facilitators participated in an eight-session, weekly group on death and dying. All participants had experienced loss, some of it recent. The need to demystify death and to talk about it in a safe setting was evident, and the group was undertaken as an ongoing commitment by Las Cumbres Learning Services to encourage clients to live their lives as normally as possible.

13.
Grace, Sarah; & Culpepper, Maribeth (1983).

Sexuality curricula. Los Alamos, NM: Las Cumbres Learning Services, Inc. (Comp. No. 84.158A - OSERS File No. 28)

sexuality / curriculum

This packet provides a comprehensive curriculum for organizing study and discussion of sexuality regarding the handicapped.

14.
Tompkins-McGill, Patricia; Rush, Mary; Wiley, Michael; Garcia, Ron; Culpepper, Maribeth; Kihnel, Larry; & Grace, Sarah (1985).

Handbook for adult clients. Los Alamos, NM: Las Cumbres Learning Services, Inc. (Comp. No. 84.158A - OSERS File No. 28)

advocacy / independent living / vocational training

This manual was developed to introduce the new adult client to the Las Cumbres Learning Services, Inc. programs. It describes the adult services provided: (a) work-related day programs, (b) outreach program, and (c) Los Alamos Group Home. Also discussed are clients' rights and responsibilities, and family involvement in program planning.

15.
Grace, Sarah; & Culpepper, Maribeth (n.d.).

You and your disability. Los Alamos, NM: Las Cumbres Learning Services, Inc. (Comp. No. 84.158A - OSERS File No. 28)

advocacy / civil rights

This curriculum consists of four formalized sessions, plus a booklet entitled "Client Rights Handbook." It is suggested that both the curriculum and the book be used consecutively. Though the curriculum is arranged in a set number of sessions, it may be necessary to continue one topic for a number of sessions until it is completed.

16.
Las Cumbres Learning Services, Inc. (n.d.).

Employment of the handicapped through community involvement. Los Alamos, NM: Author. (Comp. No. 84.158A - OSERS File No. 28)

community integration / transition / job placement

This manual introduces Phase II of Las Cumbres Learning Services "On-the-job-training (OJT)" programs. The long range plan of these programs is to have these trainees become regular employees in the community.

17.
Mulcahey, Mary Ann; & Warren, Steven F. (1984, May).

The aging parent with a home-living handicapped dependent: Issues and legal planning. Paper presented at the American Association on Mental Deficiency Conference.

estate planning / aging parents

The purpose of this study was to investigate whether aging parents are making estate and/or guardianship arrangements as part of their plans for the future of their handicapped adult children. This paper addresses three questions:

1) What legal arrangements are parents making for severely and moderately retarded adult dependents?
2) How do aging parents who make legal arrangements differ from their peers who do not?
3) What are some problems being encountered by parents as they attempt to make appropriate legal arrangements for the future?

18.
Chadsey-Rusch, Janis; & Gonzalez, Patricia (1986).

Social ecology of the workplace: Observer's manual. [DRAFT] Champaign, IL: University of Illinois. Secondary Transition Intervention Effectiveness Institute.

social skills / work environment

This manual guides the observer in recording social interaction behaviors of a designated subject.

19.
Donder, Daniel J. (n.d.).

Follow-up of TMH program graduates as a basis for planning future educational services. Unpublished manuscript. University of Illinois at Urbana-Champaign.

follow-up studies / Illinois / trainable mentally retarded

The current study provides information on the post-school functioning of graduates of the Trainable Mentally Handicapped Program of the Champaign Community Schools. The information obtained was used as a basis for developing a community-based curriculum for moderately handicapped elementary and secondary students. Specifically, the study provided information reflecting the quality of domestic (living), vocational, recreation/leisure, and community integration skills of the graduates. In addition, information was obtained from the parents of graduates on their perception of the educational program. The results gathered provided educators with information about how the current curriculum prepared their graduates for post-school life. In particular, the results illustrated the curriculum strengths, areas which needed more emphasis, and areas which needed to be minimized if their future graduates are to function as independently and productively as possible in natural domestic, community, recreation/leisure, and vocational adult environments.

20.
Gold, Marc (1974).

Train, don't test. Champaign, IL: Children's Research Center.

vocational training / vocational evaluation

This paper presents Gold's ideas on training and evaluation of the mentally handicapped.

21.
Hanley-Maxwell, Cheryl; Rusch, Frank R.; & Rappaport, Julian (1986).

A multi-level perspective on job terminations for adults with handicaps. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

job retention / attitudes / employer involvement

This paper introduces a multi-level analysis approach examining factors related to job terminations of workers with handicaps. One of the major outcomes of this analysis is the recognition that existing, published reports have almost exclusively focused upon changing the bahavior of the employee with handicaps. Our viewpoint suggests broader consideration be given to planned interventions at several levels of analysis. Four levels were examined including individual, small group, organizational or systems-centered, and institutional and community. Interventions were reviewed and proposals for new interventions were made at each level. In general, interventions occur within the first three levels of analysis. The fourth level (institutional and community) remains relatively untapped by social change advocates.

22.
Czajka, John L. (1984).

Digest of data on persons with disabilities. Washington, DC: Mathematica Policy Research, Inc.

data analysis / demographics

This Digest of Data on Persons with Disabilities is intended to bring together a variety of data on the disabled population and provide guidance in the use of those data. The contents and structure of the Digest reflect several objectives:

1) to acquaint the reader with the major sources of data on the disabled population in the United States;
2) to provide an overview of what is known about the size and characteristics of the disabled population;

3) to provide guidance in interpreting statistics on the disabled population;
4) to increase the reader's appreciation of both the strengths and limitations of individual sources of data on disabled persons;
5) to identify significant gaps in the data on disabled persons;
6) to introduce important concepts used in the discussion of disability; and
7) to increase awareness of the complexity of disability as a phenomenon by presenting statistics that reflect different perspectives.

The topical organization, the selection of sources and specific tables, the highlights and explanatory notes that accompany each table, and the supplementary information presented in the appendixes were all designed with an eye to these multiple objectives.

23.
Chase, Shirley A.; Izzo, Margo V.; & Dunfee, Matthew (1987).

A study of the vocational assessment process as applied to vocational education: Final report. Columbus, OH: The National Center for Research in Vocational Education. The Ohio State University. (Comp. No. 84.078C - OSERS File Nos. 107 and 128)

Ohio / vocational evaluation / vocational education / data analysis

The purpose of this project was to examine the vocational assessment processes in use in Ohio Vocational Assessment Centers to determine if current practices were meeting the intent of the Carl D. Perkins Vocational Educational Act. A survey instrument was mailed to each of the 77 vocational evaluators in Ohio. Sixty-five percent of the completed surveys were returned. Analysis of data is presented.

24.
Berkowitz, Monroe; & Hill, M. Anne (Eds.) (1986).

Disability and the labor market: Economic problems, policies, and programs. Ithaca, NY: ILR Press.

disincentives to work / Social Security benefits / economics of disability

This volume contains papers presented at a meeting on the economics of disabilities held in Washington, DC, April 9-10, 1985. This meeting covered a broad range of issues such as control of health care costs, economics of mental retardation,

long-term care, and mental illness. This book contains only the papers concerned with the economic analysis of disability and the labor market.

25.
Peterson, Michael (1986).

Vocational assessment of special students: A procedural manual. Starksville, MS: Voc-Aim.

vocational evaluation / special education / vocational education / program development

This monograph is concerned with the effective design and implementation of a vocational assessment program in the education of special students. The following six guidelines summarize the key principles discussed:

1) trained personnel are the key to effective vocational assessment;
2) develop and use locally developed work samples;
3) obtain access to a vocational evaluation center;
4) plan to develop and expand vocational assessment in phases with a team of personnel;
5) be sure vocational assessment is instructionally relevant and useful; and
6) insure that vocational assessment provides vocational guidance and identification of any appropriate career and vocational services.

Appendixes provide references and information regarding interest inventories, aptitude tests, and work sample systems.

26.
Peterson, Michael (1986).

Vocational assessment for vocational education: Competency analysis and work sample development. Starksville, MS: Voc-Aim.

vocational evaluation / vocational education / work samples

It is the intent of this manual (a) to provide guidelines to develop an exemplary procedure for competency-based vocational assessment and (b) to provide ideas for using performance samples that are both direct enough to be easily used and yet take into account complex assessment issues. It is directed toward vocational evaluators, vocational educators, special educators, and others who are involved in providing vocational assessment for vocational education of students with special needs. References and appendixes with forms are included.

27.
Peterson, Michael (1985).

Vocational assessment of special students: A guide. Starksville, MS: Voc-Aim.

vocational evaluation / special education / program development

This monograph provides a model for the implementation of vocational assessment of special needs students in public school settings. This guide is intended for vocational educators, vocational special needs personnel, special educators, rehabilitation personnel, and state department of educational officials in conceptualizing and implementing vocational assessment in their states and schools.

28.
Peterson, Michael (n.d.).

Grant writing for human services: A training manual. Starksville, MS: Voc-Aim.

grant writing / human services

This training manual and the seminar in which it is used are intended to help develop skills in grant development, writing, and funding.

29.
Gajar, Anna H. (1986).

Assisting the learning disabled: A program development and service delivery guide for university service providers, diagnosticians, tutors, counselors, and learning disabled students. University Park, PA: The Pennsylvania State University.

program development / learning disabilities / post-secondary education

Components of the manual were developed for the purpose of facilitating the initiation of service delivery programs for LD students in the university mainstream, rather than in a separate individualized curriculum or in a remedial or developmental year format. For easy reference, narrative sections are minimized. Although the content of the guide is primarily intended for university level service providers, diagnosticians, tutors, and counselors, sections have been included keeping in mind the needs of parents and LD students. In addition, the research section may be of particular interest to university faculties from various disciplines.

30.
Cook, Judith A.; & Roussel, Amy E. (1987).

Who works and what works: Effects of race, class, age and gender on employment among the psychiatrically disabled. Paper presented at the meeting of the American Sociological Association, Chicago, Illinois. (Comp. No. 84.023G - OSERS File No. 55)

demographics / psychiatrically disabled / vocational rehabilitation

This monograph presents literature (a) documenting the relationship between demographic features and employment, (b) describing techniques of vocational rehabilitation for the mentally ill, and (c) examining those few studies which have directly explored the impact of demographic features on vocational outcomes among the population. References and tables are included.

31.
Ratzlaff, Leslie A. (Ed.) (1987).

The education evaluator's workbook: How to assess education programs (Vols. 1-3). Alexandria, VA: Education Research Group.

program evaluation / program development

This three-volume set is a compilation of ideas and methods which have been used successfully in evaluating education programs. Each volume is in workbook format with lessons providing blank forms which can be used and torn out. Some of the "how-to" topics that are covered are: evaluation standards and designs, data analysis, evaluation report writing, needs assessment, achievement test design, interviews, questionnaires, and teaching performance.

32.
Fuhrer, Marcus J. (1987).

Rehabilitation outcomes: Analysis and measurement. Baltimore, MD: Paul H. Brookes Publishing Co.

follow-up studies / independent living / vocational rehabilitation / human services / data analysis

This volume encompasses outcome analysis in the areas of medical rehabilitation, vocational rehabilitation, psychiatric rehabilitation, the habilitation of persons with mental retardation, and independent living services. Its design reflects the conviction that there is a common core of values, attitudes, concepts, and practices that run throughout the different service

areas of rehabilitation. The goal of this book is to promote the application of the principles and practices of outcome analysis to assessing the impact of rehabilitation services. References and an index are included.

33.
Surrett, Judith Y.; & Esposito, Louis G. (1987).

Project Employ: A multidisciplinary approach utilizing rehabilitation engineering to affect employment for persons with severe developmental disabilities: A handbook. New Haven, CT: The New England Association of Business, Industry and Rehabilitation, Inc.

rehabilitation engineering / model programs / Connecticut / vocational rehabilitation

This handbook is intended to provide information regarding a process designed and demonstrated in "Project Employ," which has proven successful in supporting institutional change affecting employment for persons with severe developmental disabilities. Its purpose is to be an instructive handbook for service providers who are working to support employment opportunities for individuals with disabilities. The handbook has three sections. The first section concentrates on the grant project, its design and activities. The second section focuses on a key service introduced by the project: technology applications provided through rehabilitation engineering. The third section provides concluding remarks which summarize the impact made by "Project Employ" and the needs identified throughout the process.

34.
Stephens, Robin; & Haley, Pat (Eds.) (1987).

The empowerment dynamic: Planning and implementing a support group network. Portland, OR: The Employability Support Network of Disabled Youth. Oregon Health Sciences University. Child Development & Rehabilitation Center. (Comp. No. 84.023D - OSERS File No. 14)

Oregon / support groups / program development

This report is a replication handbook which explains how to plan and implement a support group for persons with special needs. Its contents are based on the experiences gained by the Employability Support Network in the State of Oregon of planning and implementing more than 30 support groups for disabled youth. This handbook is intended to be used by agencies and individuals who have an interest in utilizing support groups as a service modality for the

population with which they are concerned. The report describes rationale for the use of support groups as well as specific guidelines for their implementation.

35.
The University of the State of New York. The State Education Department Office for Education of Children with Handicapping Conditions. (1981).

A curriculum to foster understanding of people with disabilities: Staff orientation manual. Albany, NY: Author.

curriculum / attitudes

This staff orientation manual is designed to familiarize the teacher with an understanding of people with disabilities. It is an introduction to the curriculum materials for junior and senior high school levels designed to improve acceptance of children and youth with disabilities in a least restrictive environment.

36.
The University of the State of New York. The State Education Department Office for Education of Children with Handicapping Conditions. (1981).

A curriculum to foster understanding of people with disabilities: The handicapped in literature. Albany, NY: Author.

curriculum / attitudes

This guide was written to aid teachers of English literature in the junior and senior high schools in teaching about persons with disabilities.

37.
The University of the State of New York. The State Education Department Office for Education of Children with Handicapping Conditions. (1981).

A curriculum to foster understanding of people with disabilities: Science and health education perspectives on the handicapped. Albany, NY: Author.

curriculum / attitudes

This guide was designed to supplement, expand or enrich the existing curriculum in health education and science at the junior and senior high school levels. The focus of this expansion is the study of disabilities and people who have them.

38.
The University of the State of New York. The State Education Department Office for Education of Children with Handicapping Conditions. (1981).

A curriculum to foster understanding of people with disabilities: The handicapped in society. Albany, NY: Author.

curriculum / attitudes

The lesson plans provided in this guide are designed to help teachers of social studies at the junior and senior high school levels teach about the important changes that have taken place in American society in relation to handicapped persons.

39.
Vaughan, Sharon; & Bos, Candace S. (Eds.) (1987).

Research in learning disabilities: Issues and future directions. Boston, MA: Little, Brown & Company.

learning disabilities / research synthesis

This book and the research symposium upon which it is based reflect the acceptance of the challenge to give direction to research in the field of LD. Each chapter focuses on one of six topical areas: (a) models and theories, (b) research, (c) eligibility, (d) assessment, (e) intervention, and (f) public policy. The final chapter synthesizes and builds upon the previous chapters to develop an agenda for future research. References and an index are included.

40.
National Council for Therapy and Rehabilitation through Horticulture, Inc. (1986).

Project Plantwork: A horticulture employment initiative for workers with developmental disabilities. Gaithersburg, MD: Author.

horticulture / job placement / Projects with Industry (PWI) / program development

The purpose of this training manual is to detail the structure and procedures of Project Plantwork and to demonstrate the success of a PWI approach. Programmatic ideas for those interested in establishing horticultural job development programs or job development programs for persons with developmental disabilities in other industries are provided.

41.
Schmitt, Elizabeth M.; Esposito, Sally; & Spence, Kathleen L. (1986).

Final performance report. Part II: Project summary. Planning and developing cooperative transitional services for the handicapped in Connecticut. Hartford, CT: State of Connecticut. Department of Education. (Comp. No. 84.158B - OSERS File No. 70)

model programs / Connecticut / final report

This summary report contains highlights of the accomplishments achieved over the past 2 years (1984-1986) as a result of the Connecticut cooperative transitional services planning project.

42.
Gronberg, Gary W. (1987).

Final report for North Dakota Secondary Education and Transition Services for Handicapped Youth: A cooperative model for planning and developing transitional services. Bismarck, ND: State of North Dakota Department of Public Instruction. (Comp. No. 84.158B - OSERS File No. 75)

model programs / North Dakota / final report

This is the final report for North Dakota's 1984-1986 project, Secondary Education and Transition Services for Handicapped Youth. Extensive appendixes are included.

43.
Arnold, Mitylene (1986).

Final report. Interagency guidelines for transition. Athens, GA: University Affiliated Program. University of Georgia. (Comp. No. 84.158B - OSERS File No. 74)

model programs / Georgia / final report

This is the final report for a project whose original purpose was to develop, disseminate, and implement a cooperative model for activities among state and local education and adult service agencies in order to facilitate effective planning to meet the service employment needs of handicapped youth as they left school.

44.
Mesta, Josephine G. (1987).

Secondary education and transitional services for handicapped youth planning project: Two year planning report. Saipan, CM: Commonwealth of the Northern Mariana Islands. Office of the Superintendent. Department of Education. (Comp. No. 84.158B - OSERS File No. 78)

final report / model programs / Northern Mariana Islands

This two-year planning project report is actually the final report of a project that was concerned with developing Secondary Transitional Service Systems for transitional youths, with a focus on interagency and community involvement.

45.
Galloway, James R. (1986).

National Transition Program Support System. Final report. Washington, DC: National Association of State Directors of Special Educaiton. (Comp. No. 84.158B - OSERS File No. 73)

final report / model programs / National Association of State Directors of Special Education

This final report is a summary of activities conducted and products developed and disseminated during 1984-1986 for the National Transition Program Support System.

46.
Alexander, Charles; & Olson, Ted (1987).

Project RETAIL (Reaching employment through applied individual learning). Final report. Tacoma, WA: Clover Park Schools. (Comp. No. 84.158B - OSERS File No. 77)

final report / model programs / Washington

This is the final performance report of Project RETAIL, Clover Park High School, Tacoma, Washington, the goal of which was to promote the successful transition of handicapped students from school to the workplace. The project is described, as well as curriculum, training and evaluation, and outcomes.

47.
Bradford, Charles (1986).

Final report. Transitional services for handicapped youth. Washington, DC: International Association of Machinists and Aerospace Workers. (Comp. No. 84.158B - OSERS File No. 72)

final report / Washington / model programs

This is the final report of the International Association of Machinists and Aerospace Workers' two-year demonstration project. The purpose of the project was to design and establish in Seattle a program to help handicapped youth accomplish the difficult transition from the classroom to career oriented employment, test and validate effective approaches, and demonstrate their applications. Accomplishments, setbacks, conclusions, and recommendations are discussed.

48.
Bennett, Barbara (1987).

Transition project update. Wilmington, DE: Delaware Division of Vocational Rehabilitation. (Comp. No. 84.158B - OSERS File No. 71)

model programs / Delaware / project update

This is an update on Delaware's transition project, the purpose of which is to facilitate movement of children and youth with disabilities during periods of transition.

49.
Murphy, Thomas (1986).

Final evaluation report. Transition Project. December 1986. Santa Barbara, CA: Santa Barbara High School District. (Comp. No. 84.158B - OSERS File No. 69)

final report / model programs / California

This final report of Santa Barbara High School District's transition project includes: (a) final evaluation report, (b) financial status report, (c) employability curriculum, (d) job coach training manual, (e) parent guidelines, and (f) interagency agreements.

50.
Dunham, Trudy (1986).

Learning Disabled College Writers Project. Evaluation report 1985-1986. Minneapolis, MN: General College Office of Research and Evaluation. University of Minnesota.

learning disabilities / post-secondary education / curriculum

The Learning Disabled College Writers Project was developed to aid learning disabled college students master composition skills through development of skill in the use of microcomputer word processors. The intervention included initial training on the microcomputer, two terms of freshman composition coursework with microcomputer support, and a career exploration component.

51.
Chelimsky, Eleanor (1987).

Retrospective and prospective analysis: Linking program evaluation and forecasting. Evaluation Review, 11(3), 355-370.

program evaluation / forecasting

This article raises some questions about the relationship between program evaluation and forecasting. Contrasting the two fields in terms of mind-set, purpose, problems, advantages, and use shows that although their modes of inquiry are indeed very different in many ways, there is also interdependence between the two in several areas. It is argued that each can be greatly strengthened by better understanding and use of the other's techniques.

52.
Rusch, Frank R. (1987).

Second annual report. 1987. Secondary Transition Intervention Effectiveness Institute. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

annual report / Secondary Transition Intervention Effectiveness Institute

This second annual report of the Transition Institute at Illinois updates and summarizes the progress of the various ongoing research programs of the Institute.

53.
Nisbet, Jan; & Callahan, Michael (n.d.).

Assisting persons with severe disabilities to achieve success in integrated workplaces: Critical elements. Syracuse, NY: Center on Human Policy.

community integration / supported work / job placement

This monograph identifies the practices that have inhibited successful placements and then contrasts them with alternative means to achieve integration.

54.
Karp, Naomi; Caporaletti, Michael; & Taylor, Steven (1986).

Programs demonstrating model practices for integrating people with severe disabilities into the community. Syracuse, NY: Center on Human Policy.

model programs / community integration

This report describes 65 model programs which were nominated as outstanding national programs integrating people with varying degrees of disabilities into their natural communities.

55.
Racino, Julie Ann (1985).

Site visit report. Community work services. Syracuse, NY: Center on Human Policy.

supported work / community integration

This report is based on a site visit to Community Work Services on October 16, 1985. The information is the result of visits to three work sites and a discussion with one of the key staff members. This report is designed to share information on "promising practices" and "good ideas" for serving people with severe disabilities in integrated work settings.

56.
Knoll, James (Ed.) (1987).

Annotated bibliography on community integration for people with severe disabilities. Syracuse, NY: Center on Human Policy.

literature review / community integration

The materials listed here are intended to provide policymakers, direct service providers, advocates, and parents with the best available resources on the provision of community-based services to those individuals who are usually classified as the "hardest to serve" or "most severely disabled." This includes individuals who are labeled as severely or profoundly mentally retarded, autistic, multiply disabled, medically fragile, or presenting serious behavior problems.

57.
Center on Human Policy. Syracuse University. (1986).

Materials on community programs for people with challenging behaviors. Syracuse, NY: Author.

community integration / behavior modification / model programs

This information packet contains the following monographs:
1) a reprint of Modification of excess behavior: An adaptive and functional approach for educational and community contexts;
2) an adaptation of Gentle teaching: An alternative to punishment for people with challenging behaviors;
3) a description of the characteristics of integrated community-based programs for people with challenging behaviors; and
4) a list of consultants on community programs for people with challenging behaviors.

58.
Center on Human Policy. Community Integration Project. Syracuse University. (1986).

Materials on integrated early intervention programs for children with severe disabilities. Syracuse, NY: Author.

early intervention programs / mainstreaming

The information packet contains the following:
1) a reprint of Integrating handicapped and typical children during the preschool years: The definition of the best educational practice;
2) a bibliography on integrated early intervention programs;
3) a list of integrated early intervention programs for children with severe disabilities; and
4) a list of consultants on integrated early intervention programs.

59.
Center on Human Policy. Community Integration Project. Syracuse University. (n.d.).

Materials on integrated school programs for students with severe disabilities. Syracuse, NY: Author.

mainstreaming / special education / model programs

This information packet contains:
1) Principles and practices for school integration of students with severe disabilities: An overview of the literature;
2) bibliography on integrated school programs;
3) list of school integration programs for students with severe disabilities; and
4) list of consultants on integrated school programs.

60.
VanBiervliet, Alan; & Sheldon-Wildgen, Jan (1981).

Liability issues in community-based programs: Legal principles, problem areas, and recommendations. Baltimore, MD: Paul H. Brookes Publishing Co.

community integration / program development / liability issues / legal rights

This book is a guide to legal liability issues facing persons who are developing, operating, or monitoring community-based residential or day training agencies that serve physically or mentally impaired persons, or juveniles. This book provides a practical approach to the legal principles surrounding negligence and other liability issues as they apply to community-based service agencies. In addition, this book provides recommendations for helping persons in community-based agencies conduct their operations in ways that will help them minimize injuries, avoid destructive lawsuits, and conduct positive programs that enable the clients to cope with personal and environmental demands. By conducting community agencies in this way, pitfalls that might otherwise occur may be avoided.

61.
Novak, Angela R.; & Heal, Laird W. (1980).

Integration of developmentally disabled individuals into the community. Baltimore, MD: Paul H. Brookes Publishing Co.

community integration / normalization / deinstitutionalization

This book provides a detailed compilation of research findings on a wide spectrum of subjects related to the integration of mentally retarded and other developmentally disabled people into the community. The authors have presented a wealth of data and systematically interpreted their significance regarding current ideologies and controversial issues. They have also attempted to assess the limitations of the evidence and identify important unanswered questions. Recommendations for further studies are included.

62.
Luftig, Richard L. (1987).

Teaching the mentally retarded student: Curriculum, methods, and strategies. Boston, MA: Allyn & Bacon, Inc.

curriculum / special education

This is a textbook for teaching prospective special education teachers.

63.
Lee, Marjorie; & Tenpas, Steven (1987).

Parent-professional teamwork. Employment project for persons with disabilities. Glen Ellyn, IL: Special Education Parents Alliance.

Special Education Parents Alliance / parent involvement / model programs / Illinois

This booklet describes the history and philosophy of the Special Education Parents Alliance's employment project for disabled adults. Techniques for job search, job placement, and job coaching are explained.

64.
McLoughlin, Caven S.; Garner, J. Bradley; & Callahan, Michael J. (Eds.) (1987).

Getting employed, staying employed: Job development and training for persons with severe handicaps. Baltimore, MD: Paul H. Brookes Publishing Co.

job placement / task analysis / personnel preparation / vocational training

This manual is concerned with the employment process and provides guidance in the job development, placement, and training of persons with severe handicaps. With the authors' step-by-step guidelines that encourage readers to adapt strategies to their own services, job developers and trainers master the skills needed: (a) to identify job loads, (b) to research prospects, (c) to project a businesslike image, (d) to prepare a job evaluation, (e) to match employees with jobs, and (f) to increase production. Appendixes are provided which include sample forms and procedures.

65.
Willingham, Warren W. (1987).

Handicapped applicants to college: An analysis of admissions decisions (College Board Report No. 87-1. ETSRR No. 87-1). New York: College Entrance Examination Board.

post-secondary education / data analysis / admissions studies

The purpose of this study was to compare admissions decisions of handicapped and nonhandicapped applicants who have comparable SAT scores and high school grades. The main finding was that handicapped applicants were admitted on much the same basis as nonhandicapped applicants, but there were exceptions that favored hearing impaired applicants, disfavored small groups of visually impaired and physically handicapped applicants to small institutions, and disfavored learning disabled applicants to a small degree. The results appeared inconsistent with the assumption that colleges give special attention to flagged test scores of handicapped applicants.

66.
National Council on the Handicapped (1986).

Toward independence: An assessment of federal laws and programs affecting persons with disabilities - with legislative recommendations. Washington, DC: U.S. Government Printing Office.

federal legislation / human services / community integration

In this report, the Council presents its findings, conclusions, and legislative recommendations based upon its review and assessment of Federal laws and programs. The report includes a list of major Federal programs serving individuals with disabilities, ranked according to expenditures, with an estimated number of persons with disabilities served. This report proposed some fiscally responsible approaches for spending disability-related dollars more prudently and productively. The Council is strongly convinced that present and future costs of disability to

the Nation are directly related to the degree of success attained in reducing existing barriers, both structural and attitudinal, and in providing appropriate services to individuals with disabilities so that they may realize their full potential and become more independent and self-sufficient. The Council has focused in detail upon ten major topic areas of particular importance to individuals with disabilities. These topics are discussed extensively in individual topic papers presented in the separate Appendix to this report. The Council's legislative recommendations in regard to the 10 issue areas are summarized in the body of the report.

67.
Stearns, Marian S.; Fairweather, James S.; & Wagner, Mary M. (1984).

A proposal for research: Longitudinal study of a sample of handicapped students. Technical proposal. Menlo Park, CA: SRI International.

follow-up studies / program development / transition

SRI International, with Policy Studies Associates (PSA), proposes to develop a design for longitudinal study of handicapped youth. Study questions of paramount concern are: (1) What paths do youths with various handicapping conditions take in secondary school and for the first five years after high school? (2) What is it about handicapped youth, their families, and their educational and other services and experiences during secondary school and afterwards that makes for success in education, employment, and independent living? (3) What roles do programs and actions under the influence of The Education of the Handicapped Act play in promoting achievement in education, employment, and independent living?

In this design and planning project, the authors will first prepare a conceptual framework and alternative study designs to enable the Office of Special Education Programs (OSEP) to make an informed selection. Based on the selected design, they will develop and implement plans for sampling, develop data collection plans and instruments, develop analysis and reporting plans, and then test the feasibility of the field procedures. Reports will be prepared to guide OSEP in preparing specifications for, and to guide the conduct of, the subsequent longitudinal study.

68.
Rodenstein, Judith (1985).

Instructional strategies for using microcomputers in vocational education. Madison, WI: Vocational Studies Center. School of Education. University of Wisconsin.

vocational education / microcomputers

This manual represents the efforts of many vocational educators who have successfully integrated the microcomputer into their curricula. The diversity of techniques and strategies used are illustrated in the profiles and reports. The introductory papers discuss the use of the microcomputer in education and then specifically in vocational education. The profiles contain the name, address, and telephone number of the institution, the title of the instructional program, and the name of a contact person at the institution. A description of the strategy used to integrate the microcomputer into the particular curriculum is included.

69.
Valencia Community College (1987).

Computer programmer: Training for the disabled. Orlando, FL: Author. (Comp. No. 84.078C - OSERS File No. 154)

vocational training / computer programming

This directory of students and staff of the computer programmer training program highlights the changes CPTD has had on individual lives and employment goals and is a positive promotion of this program at Valencia Community College.

70.
Johnson, Peg L. (n.d.).

Express yourself: Communication disabilities need not be handicaps. Richfield, MN: Pegijohn.

communication disabilities / technology / computers

The focus of the resource book is on portable communication devices which enable users with communication disabilities to interact with others in a wide variety of environments.

71.
Louis Harris & Associates, Inc. (1987).

The ICD Survey II: Employing disabled Americans. A nationwide survey of 920 employers conducted for the disabled. New York: Author.

employer involvement / attitudes / barriers / statistical data

This new survey is a follow-up study to the 1986 ICD Survey of Disabled Americans: Bringing Disabled Americans into the Mainstream. It is the first major nationwide survey to study comprehensively employer attitudes, policies and experiences pertaining to the hiring, training, retention, and job performance

of disabled individuals. The survey also focuses on a series of initiatives which could be taken by employers, government, private rehabilitation agencies, foundations, and by disabled citizens themselves to promote employment of individuals with disabilities.

72.
Johnson, Doris J.; & Blalock, Jane W. (Eds.) (1987).

Adults with learning disabilities: Clinical studies. Orlando, FL: Grune & Stratton, Inc.

learning disabilities / group therapy / communication disabilities / post-secondary education

The purpose of this text is to highlight the multiple long-term needs of adults with learning disabilities. Patterns of problems were identified in these clinical studies, and recommendations for future research were made. Appendixes and references are included.

73.
Charles County Board of Education (1987).

Training for effective transition for post-secondary level handicapped students residing in a rural area. 1984-1987 performance report. La Plata, MD: Author. (Comp. No. 84.023D - OSERS File No. 60)

final report / Maryland / rural areas / post-secondary education

This is the 1984-1987 performance report for a Project to implement a comprehensive employment and training transition service for students exiting intensive special education programs in the Charles County Public School System, which is located in a rural area in southern Maryland.

74.
U.S. Department of Education. Office of Rehabilitative Services (OSERS). Division of Innovation and Development. (1987).

Ninth annual report to Congress on the implementation of the Education of the Handicapped Act. Washington, DC: U.S. Government Printing Office.

Education for All Handicapped Children Act of 1975 / data analysis / special education

This Ninth Annual Report to the Congress continues the reporting on the progress made since passage of the original legislation in 1975. This report provides a new and more detailed statistical description of the nation's effort to educate handicapped children and youth.

75.
Turnbull, Ann P.; Brotherson, Mary Jane; & Summers, Jean Ann (1985).

The impact of deinstitutionalization on families: A family systems approach. In R. H. Bruininks & K. C. Lakin (Eds.), Living and learning in the least restrictive environment (pp. 115-140). Baltimore, MD: Paul H. Brookes Publishing Co.

deinstitutionalization / family involvement / model programs

This chapter presents the current formulation of a family systems model within which the impact of deinstitutionalization on families can be analyzed and future directions generated. It is currently being developed at the Research and Training Center on Independent Living at the University of Kansas. A future phase of this research will be the development of family assessment tools based on this family systems model that can be used to identify and place in order of priority the intervention needs of individual families.

76.
Watts, Susan (1983).

Women and disabilities: A life-cycle approach (Review #2). Lawrence, KS: The Research and Training Center on Independent Living. University of Kansas.

literature review / women / peer involvement

The purpose of this monograph is to present a critical review of the literature on adult development and the female life cycle, as well as literature on disabled women. By combining the two areas of research, a new approach to counseling, specifically peer counseling for disabled women, can be developed.

77.
Browder, Diane M. (1987).

Assessment of individuals with severe handicaps: An applied behavior approach to life skills assessment. Baltimore, MD: Paul H. Brookes Publishing Co.

individualized education program (IEP) / life skills assessment / normalization / behavior analysis

This text is a resource for professionals who are involved in developing educational programs for individuals with severe handicaps that focus on their life skill needs and that utilize applied behavior analysis. It is assumed that the reader has knowledge of existing resources on educating individuals with severe handicaps. This book can be used as a guide to planning and conducting assessment of people with severe handicaps.

78.
Pueschel, Siegfried M.; Tingey, Carol; Rynders, John E.; Crocker, Allen C.; & Crutcher, Diane M. (Eds.) (1987).

New perspectives on Down Syndrome. Baltimore, MD: Paul H. Brookes Publishing Co.

Down Syndrome / social skills / community integration / vocational rehabilitation

The material contained in this book represents major topical presentations plus allied comments from peer reviewers at the Down Syndrome State-of-the-Art Conference (April 23-25, 1985, Parker House Hotel, Boston, MA). The format of the program was created to ensure that all disciplines presented would leave the conference with a more accurate, well-rounded perception of Down syndrome and the people affected by it. Information and research findings from biomedical, educational, psychosocial, and community living perspectives were presented. Recommendations for further research accompanied the presentations of life span issues surrounding Down syndrome.

79.
Castellani, Paul J. (1987).

The political economy of developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

human services / policy research / program development

This book describes the growth and changing structure of state and local services for persons with developmental disabilities in terms of the political, economic, and social faces that shape them. The purpose of this text is three-fold: (a) to identify the central issues and problems in a new system of community-based developmental services, (b) to analyze the factors that affect the amounts of services that are available and the ways in which they are delivered, and (c) to examine those issues and problems in a political economy framework that shows the relationships among them

and organizes them in a manner that enhances one's ability to resolve the emerging problems in this new policy area. References and an index are included.

80.
DeStefano, Lizanne; Linn, Robert; & Markward, Martha (1987).

Review of student assessment instruments and practices in use in secondary/transition projects, Revised. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC)

model programs / OSERS / student assessment / Secondary Transition Intervention Effectiveness Institute

The purpose of this research study was to determine the current status of instrumentation and practices of student assessment in programs dealing with the transition of special education students from school to work or post-secondary education and to determine areas where current practice was not able to meet the changing demands of transitional services. The authors concluded that the OSERS-funded secondary transition projects made use of a wide variety of student assessment devices for each of the following purposes: initial assessment for placement, assessment for program planning, ongoing assessment/monitoring student progress, and evaluation of program outcome measures. Although several projects are engaged in local instrument development, the majority of projects are using standardized instrumentation. The appendixes include a model programs survey, a review of commercially available assessment instruments, and a bibliography.

81.
Dowling, Jane; & Hartwell, Cindy (1987).

Compendium of project profiles 1987. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC)

model programs / Secondary Transition Intervention Effectiveness Institute

This document, produced by the Technical Assistance Program at the Transition Institute at Illinois, is a directory of grants funded under the OSERS Secondary Education and Transitional Services for Handicapped Youth initiative. One of the major activities within the Institute is to collect, summarize, and disseminate information

about the model programs funded under the federal initiative. The dissemination of the descriptive data through the Compendium is intended to facilitate efforts to assure the long-range impact of the initiative upon both school and community-based programs.

82.
Leach, Lynda N.; & Harmon, Adrienne S. (1987).

Annotated bibliography on transition from school to work (Vol. 2). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC)

transition / literature review / Secondary Transition Intervention Effectiveness Institute

Volume 2 of the Annotated Bibliography on Transition from School to Work continues the review of the literature pertaining to evaluation methodology, the efficacy of secondary and transitional services, and related topics that was begun in Volume 1. Coverage is not comprehansive, but rather representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 2 does not duplicate Volume 1; therefore using both volumes will provide a more accurate review of the transition literature. As with Volume 1, the intent of Volume 2 is (a) to assist professionals in locating relevant resource materials on transition and evaluation, and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition.

83.
Wurtz, P. Robert (1987).

Transitional employment and supported work: A partial annotated bibliography. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout.

transition / supported work / literature review

This bibliography is a partial listing of literature on transitional employment and supported work.

84.
Social Security Administration. Office of Disability. (1987).

A summary guide to social security and supplemental security income work incentives for the disabled and blind. Washington, DC: Author.

Social Security benefits / Supplemental Security Income (SSI) / work incentives

The information in this guide is intended to assist professionals in the public and private sectors who work with disabled people to make informed decisions about employment. Programs, benefits, and eligibility are explained and clarified. A glossary of terms is included.

85.
Rist, Ray C. (Ed.) (1986).

Finding work: Cross national perspectives on employment and training. London: The Falmer Press.

job creation / unemployment / industrialized nations

This book addresses a central problem facing industrial societies -- how to make sure that all those who want to work will be able to do so. There are at present millions of persons who are unemployed and who want to work. But the current policies, programs, and approaches to generating work have not been sufficient to do all that needs to be done. By providing studies from the United Kingdom and Western Europe, from North America, Japan, Australia and from China, there is presented in this book a comprehensive assessment of job creation strategies and how it is that employment and training efforts fit into this overall scheme. The papers are written by a set of internationally recognized scholars. The issues addressed on displaced workers, on what to do for youth, on how to develop apprenticeship programs, and what are the payoffs from the investment in worker education are but some of the critical topics addressed in this volume. This book represents an attempt at policy assessment on what is emerging as an international crisis of the industrial countries.

86.
Burke, Gerald; & Rumberger, Russell W. (Eds.) (1987).

The future impact of technology on work and education. London: The Falmer Press.

technology / employment patterns

One of the major issues facing nations around the world concerns the development, use, and impact of new technologies. Over the last two decades technological developments in a number of scientific fields have produced a wide variety of new products and processes that are literally transforming contemporary society. They include computers, communication systems, automatic teller machines, industrial robots, automated manufacturing systems, and

synthetic drugs. The pace of new developments in these fields is producing a continual progression of faster, smaller, and cheaper products. Perhaps the single most important recent development is the personal or microcomputer, a device that is altering our lives at home as well as at work, in the office as well as on the factory floor. The advent of new technologies and the products they have spawned have raised a wide range of economic and education policy questions. The chapters in this volume explore a wide range of important issues about the impact of technology on work and education. They succeed in pointing out the complexity of the issues and the difficulty in reaching definitive conclusions about what a technological future will look like. They also provide important information that must be considered in any public debate about technology if that debate is going to help shape a desirable future that necessarily will be shaped by the powerful force of technology.

87.
Chapple, Eliot D. (1979).

Rehabilitation: Dynamic of change. An anthropological view. Huntington, NY: Robert E. Krieger Publishing Company.

rehabilitation / anthropology

This book is a partial statement of points of view expressed by participants in a conference on the potential contributions of anthropologists to rehabilitation. The author's purpose is to enable those in rehabilitation to see what anthropologists can contribute to their understanding. He emphasizes the need to differentiate inferences that are projections of our own biases, values, and experience from those which are appropriate for the client. He believes that anthropological methods and approaches, the emphasis on direct observation and objectivity toward what one sees, are of value in dealing with client problems. With an anthropological perspective, the author discusses various concepts important to rehabilitation: individuality, criteria for defining the handicapped and the disadvantaged, work, institutions and rehabilitation, evaluation, and others. A bibliography is included.

88.
Baumgart, Diane (1987).

Final report: Handicapped Children's Model Demonstration Projects: A program for youth employment in rural and sparsely populated areas. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

rural areas / Idaho / final report / curriculum / Project STEP

The Secondary Transition and Employment Project (STEP) addresses the need for secondary/vocational curricula for students with handicaps in the rural and sparsely populated state of Idaho. The goals and objectives for this project include the development and implementation of curricula for school-based instruction which will prepare students in the vocational domain and allow them to meet state graduation requirements, curricular strategies for on-the-job vocational training and social skills instruction, staffing strategies which will enhance the school and non-school vocational and job related training of students, and planned transition strategies from school to competitive work or supported employment within a community-based program.

89.
Baumgart, Diane; & Perino, Daniel M. (n.d.).

Vocational assessment in the school setting: A curriculum based model. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

curriculum / vocational evaluation / rural areas / Idaho / Project STEP

Devising and implementing a secondary/vocational training curriculum for students with handicaps has emerged as a major goal of the 1980s. The purpose of a vocational curriculum is to prepare students for employment, foster transition from school to work, and ensure that academic skills learned enhance nonschool performance. This manual describes a rationale and model for implementing secondary/vocational assessment that is integrated with curriculum and transition strategies. The assessment and curricular strategies described are for students in rural and sparsely populated areas and can be implemented at both the junior and senior high school levels. Assessment is integrated into each phase of the vocational curriculum and is explained in detail in the text and attached appendix.

90.
Baumgart, Diane; Anderson, Jane; Perino, Daniel M.; Purdy, Susan; Schenck, Kathy; Moody, Gena; & Sand, Colleen M. (1987).

Career focus: A curriculum manual for students with mild, moderate or severe handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

vocational training / rural areas / Idaho / Project STEP

This manual contains goals, activities, and forms for providing additional training on skills needed to perform a specific job of choice. It includes strategies for training in the community or in regular or adapted vocational classes.

91.
Baumgart, Diane; Anderson, Jane; Perino, Daniel M.; Purdy, Susan; Schenck, Kathy; & Moody, Gena (n.d.).

Job preparation: A curriculum manual for students with mild, moderate, or severe handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

vocational training / curriculum / Idaho / rural areas / Project STEP

This manual contains goals, activities, and forms for providing a final work experience on a job at which a student intends to work after exiting high school. Job Preparation is designed to provide students with hands-on training for a specific job that the student and parents have chosen based on previous career and work exploration activities.

92.
Baumgart, Diane; & Anderson, Jane (n.d.).

Assessing & teaching job related social skills: A curriculum manual for students with mild handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

social skills / curriculum / Idaho / rural areas / Project STEP

The focus of this manual is on developing and implementing intervention programs designed to enhance social competence through individual programming. Given the wide range of interpersonal skills which may be required of students with handicaps in work settings, effective programming requires:

1) Identifying those skills which are considered important or socially useful by significant others;
2) Clearly defining the cognitive and performance components of each skills;
3) Accurately assessing skill competence;
4) Developing intervention strategies which maximize skill generalization and maintenance.

This manual addresses each of these issues and presents strategies which have been field tested with secondary students with mild handicaps in a variety of school and community based vocational programs.

93.
Baumgart, Diane; Anderson, Jane; Purdy, Susan; Perino, Daniel M.; Moody, Gena; & Schenck, Kathy (n.d.).

Stepping out: An overview of the STEP curriculum. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

curriculum / vocational training / secondary education / rural areas / Idaho / Project STEP

This manual presents criteria for determining the content of the vocational curriculum, describes best instructional practices, and outlines strategies for implementing a vocational curriculum for secondary students with handicaps. The four phases of the STEP model are outlined: career exploration, work exploration, career focus, and job preparation.

94.
Baumgart, Diane; Purdy, Susan; & Anderson, Jane (n.d.).

Work exploration: A manual for initial on-site work instruction for students with mild, moderate or severe handicaps Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

vocational training / rural areas / Idaho / Project STEP

Work exploration for students with mild, moderate and severe handicaps is designed to provide students with hands-on community work experience in order to determine vocational preferences and to provide instruction in work-related skills, functional academics and job-seeking skills. This manual contains goals, activities, and forms for placing all students with handicaps in an initial work experience based on identified skills and preferences.

95.
Baumgart, Diane; Perino, Daniel M.; Moody, Gena; Anderson, Jane; Purdy, Susan; & Schenck, Kathy (n.d.).

Making transitions work: Short- and long-term transition strategies: A planning guide for junior and senior high school teachers. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

transition / secondary education / curriculum / Idaho / rural areas / Project STEP

A carefully planned transition process can help reduce the uncertainty and stress associated with leaving school. The following transition strategies approach transition as a process and as a product. The process is the exchange of information between parents, students, schools and postsecondary environments. The product is the student's integration into the community. This guide will address both short-term and long-term transition strategies. The format utilized includes goals, objectives, activities, materials, and person(s) responsible. Each strategy is accompanied by forms which have been used in the transition process by a variety of school districts.

96.
Baumgart, Diane; & VanWalleghem, John (1986).

Staffing strategies for implementing community-based instruction. Journal of the Association for Persons with Severe Handicaps, 11(2), 92-102. (Comp. No. 84.023D - OSERS File No. 9)

community integration / program development / interagency cooperation / Project STEP

This article describes eight staffing strategies that can be used to implement community-based instruction. Examples of the use of the strategies, advantages and disadvantages which may accrue with implementation, and a decision-making process for selecting particular strategies are discussed. A number of recommendations for enhancing the implementation and coordination of school and community-based instruction are mentioned as well as the need to collect additional cost-benefit data on the strategies presented.

97.
Baumgart, Diane; & Anderson, Jane (1986).

Career exploration: A curriculum manual for students with mild handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

career guidance / curriculum / vocational evaluation / Project STEP

This manual contains goals, activities, and forms for implementing a school- and community-based career exploration curriculum for students with mild handicaps. This curriculum was developed for students with mild handicaps to provide systematic individual assessment of vocational preferences and instruction in work-related skills.

98.
Baumgart, Diane; & Purdy, Susan (n.d.).

Career exploration: A curriculum manual for students with moderate/severe handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (Comp. No. 84.023D - OSERS File No. 9)

career guidance / curriculum / Project STEP

This two-part manual contains goals, activities, and forms for implementing school- and community-based career exploration curricula for students with moderate and with severe handicaps. These curricula were developed to provide systematic individual assessment of vocational preferences and instruction in work-related skills.

99.
Fawcett, Stephen B.; Seekins, Tom; Whang, Paula L.; Muiu, Charles; & Suarez de Balcazar, Yolanda (1982).

Involving consumers in decision-making. Social Policy, 13(2), 36-41.

human services / program evaluation / Concerns Report Methods

This article addresses the problem of involving consumers in the decision-making process of basic institutions and making human services accountable to those they serve. The situation is even more acute for institutions serving the poor, the disadvantaged, and powerless. The purpose of this article is to describe the Concerns Report Method, a systematic, data-based process for identifying the strengths and problems of human-service institutions and communities -- and ways to improve them -- from the perspective of citizen-clients. Uses of this method to improve the communities it serves are described, as well as future implications.

100.
Turnbull, Ann P.; Summers, Jean Ann; & Brotherson, Mary Jane (1983).

Family life cycle: Theoretical and empirical implications and future directions for families with mentally retarded members. Lawrence, KS: The Research & Training Center on Independent Living, Bureau of Child Research, University of Kansas.

family involvement / family life cycle theory

There are three major purposes of this monograph. The first is to present a family systems conceptual framework within which life cycle concepts are linked to other dimensions of family dynamics. The second purpose is to review theoretical and empirical literature on the life cycle needs of families with mentally retarded members. The final purpose is to suggest future research, intervention, and policy directions aimed toward strengthening family adaptation over the full life cycle.

101.
Zola, Irving Kenneth (1982).

The evolution of the Boston Self-Help Center. Lawrence, KS: The Research & Training Center on Independent Living, Bureau of Child Research, University of Kansas.

Boston Self-Help Center

This paper presents the history and evolution of the Boston Self-Help Center.

102.
Turnbull, Ann P.; Summers, Jean Ann; & Brotherson, Mary Jane (1983).

The impact of young handicapped children on families: Future research directions. Lawrence, KS: The Research & Training Center on Independent Living, Bureau of Child Research, University of Kansas.

family involvement / research synthesis

The goals of this paper are to provide a brief historical perspective on research related to the impact of a handicapped child on families, a critique of current practices, a proposed family systems framework for conceptually organizing and guiding future research directions, and suggestions for developing a cumulative and systematic research program.

103.
Nichols, Jack L. (1982).

Standards and accreditation in independent living (Monograph No. 4). Lawrence, KS: The Research & Training Center on Independent Living, Bureau of Child Research, University of Kansas.

independent living / program evaluation / program development

This paper presents alternatives for establishing standards and accreditation for independent living programs and makes a case for using the Commission on Accreditation of Rehabilitation Facilities.

104.
Trach, John S.; & Rusch, Frank R. (1987).

Supported employment in Illinois: Program implementation and evaluation (Vol. 1). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC)

Illinois / supported work / program evaluation / Illinois Supported Employment Program (ISEP)

This issue of Supported Employment in Illinois includes reports of three research studies concerning the process of providing supported employment services to persons with disabilities. These articles describe the design of an instrument to measure the process of supported employment, present a validation of that instrument, and discuss the use of case study methodology as a means of studying the process of supported-employment services delivery. Appendixes to this monograph include a directory listing of Illinois Supported Employment Programs and a supported employment publications list order form.

105.
Calkins, Carl F.; Walker, Hill M.; Bacon-Prue, Ansley; Gibson, Beth; Martinson, Marty C.; & Offner, Richard (1985).

Learning and adjustment: Implications of a national profile of development for adults with developmental disabilities (Technical Report #3). Logan, UT: Utah State University. Developmental Center for Handicapped Persons.

model programs / accommodations / community integration / social skills

The purpose of this report is to describe a national profile of learning and adjustment services for developmentally disabled adults and to make policy recommendations for the future. The initiative for this project was supported by the Administration on Developmental Disabilities and represents the first of two major components of University Affiliated Facilities (UAFs) efforts.

106.
Breen, Catherine; Haring, Thomas; Pitts-Conway, Valerie; & Gaylord-Ross, Robert (1985).

The training and generalization of social interaction during breaktime at two job sites in the natural environment. Journal of the Association for Persons with Severe Handicaps, 10(1), 41-50.

social skills / generalization / autism / peer involvement

Four high-school age students with autism and severe handicaps were trained to initiate and sustain social interactions with nonhandicapped peers in a commonly shared breakroom at two community job sites. The generalization of social behavior to nontrained co-workers was probed in the same setting during natural breaktimes. A multiple-baseline across subjects design was used to assess the effectiveness of a training package based on concurrent training of chains of responses using systematic prompting and reinforcement of correct behavior. Generalization was promoted using a multiple exemplar strategy. The results showed that all participants acquired a chain of social break behaviors using one peer trainer. Two participants displayed generalization of social responses prior to the acquisition of the complete chain. Two participants required training with multiple peers prior to the occurrence of generalization.

107.
Krauss, Marty Wyngaarden; & MacEachron, Ann E. (1982).

Competitive employment training for mentally retarded adults: The supported work model. American Journal of Mental Deficiency, 86(6), 650-653.

supported work / model programs / job placement

The supported work model designed to train mentally retarded persons for competitive employment was initiated as a pilot program in 1979. The placement rate was 50 percent. In order to investigate the predictors of placement, an empirical analysis was conducted using the theory of work adjustment perspective. Results indicated that the praticipant's work behavior and job skills, ability to meet the requirements of the jobs, and employment reinforcements were predictors of competitive placement.

108.
Zollers, Nancy; Conroy, James; Hess, Carla; & Newman, Edward (1984).

Transition from school to work: A study of young adults and their families in Pennsylvania. Philadelphia, PA: Developmental Disabilities Center. Temple University.

Pennsylvania / transition / family involvement / follow-up studies

This monograph represents the results and recommendations of the Pennsylvania transitions survey conducted by Temple University. The goal of employment for every disabled graduate is the ideal. The following recommendations reflect this goal:

1) Schools should create curricula which provide for the transition to employment and independent living;
2) Schools should train personnel to provide programs which would prepare students for work;
3) The Department of Education, Department of Labor and Industries, and Department of Public Welfare should jointly plan for coordinating services for students in transition; and
4) Parent groups should be included in formulation of approaches to problems of transition.

109.
Biller, Ernest F. (1987).

Career decision making for adolescents and young adults with learning disabilities. Springfield, IL: Charles C. Thomas, Publishers.

career guidance / learning disabilities / follow-up studies

This book addresses the actual process of qualitative career decision making for adolescents and young adults with learning disabilities. It is divided into three sections. Part One, "Theory," reviews the major theories of career behavior, including trait factor and sociological assumptions, the developmental career theory, and actual decision-making models. The next section, "Research," analyzes 16 follow-up studies of the educational and occupational attainment of adults with learning disabilities. Then, "Practice," the final section, assesses decision making styles and skills and details the appropriate steps for qualitative career decisionmaking. Krumboltz's Social Learning Theory of Career Decision is discussed as a viable approach to understanding an individual's career choice. References and indexes are included.

110.
Flynn, Robert J.; & Nitsch, Kathleen E. (Eds.) (1980).

Normalization, social integration, and community services. Baltimore, MD: University Park Press.

normalization / social skills / community integration

This volume provides systematic statements by Wolfensberger, Nirje, and Bank-Mikkelsen, and provides detailed discussion by

Wolfensberger on definitional issues, common misunderstandings, and criticisms. The book also presents implications of normalization pertinent to community service systems, assesses accomplishments to date, and includes a comprehensive bibliography.

111.
Busse, Dennis; & Edgar, Eugene (1987).

Final report: Model for the Coordination of Post School Training for Special Education Graduates. Seattle, WA: Networking and Evaluation Team, Experimental Education Unit, Child Development and Mental Retardation Center, College of Education, University of Washington. (Comp. No. 84.023G - OSERS File No. 67)

final report / Washington / Model for the Coordination of Post School Training for Special Education Graduates Project

The final report of the Model for the Coordination of Post School Training for Special Education Graduates Project provides a detailed summary and evaluation of project outcomes, both planned objectives and unanticipated outcomes, for all three project sites (Spokane, Tacoma, and South Kitsap) in the state of Washington.

112.
Schrag, Judy A.; Kirsch, Greg G.; & Jackson, Carla (1987).

Final report overview: Model for the Coordination of Post School Training for Special Education Graduates. Olympia, WA: Office of the Superintendent of Public Instruction. (Comp. No. 84.023G - OSERS File No. 67)

Washington / policy research / Model for the Coordination of Post School Training for Special Education Graduates Project

The final overview report provides the state perspective of the Model for the Coordination of Post School Training for Special Education Graduates Project. It focuses on two items: (a) the impact of the project outcomes on state level plans and policies, and (b) dissemination efforts to other interested local education agencies, educators, and agency personnel. This information is meant to supplement the final report and to give the reader a sense of the effects of the project on future state level activities.

113.
Conte, Luca Edward (1983).

Sheltered employment and disabled citizens: An analysis of the work stations in industry model. Dissertations Abstracts International, 43(9), 2976-A.

sheltered workshops / work stations in industry model / employer involvement

The purpose of this research was to conduct an in-depth study of the work stations in industry model for the provision of sheltered employment to disabled persons. The focus of the research was to: (a) understand the subjective experience and meanings of the work station to clients, staff, and employers, and (b) evaluate the impact of this type of service on the clients, staff, and employers. Utilizing the theoretical perspective of symbolic interactionism, this study examined the advantages and disadvantages of the work station model from each participant's perspective. The results indicated that employers, agency staff and clients perceived significant benefits that were derived from their experiences in the work station program. However, the results also indicated that the work station programs observed in this study had significant shortcomings which limited their utility as either training programs or long-term sheltered employment sites. Recommendations for improving the operation of the work stations observed in this study were suggested. The limitations of this investigation and implications for future research were also discussed.

114.
Thomas, M. Angele; & Halloran, William (1987).

Facts and attitudes about adult services for people with severe disabilities. American Rehabilitation, 13(3), 20-25.

attitudes / human services / normalization

This article is concerned with the discrepancy between research which documents that persons with severe handicaps can be capable workers and the reality of high unemployment for these same people. The authors suggest that poor attitudes and lack of information on the part of employers, rehabilitation counselors, vocational educators, special educators, and parents may be responsible for making transitions more difficult. Results and implications of two surveys -- National Association of State Directors of Special Educcation (NASDSE) and National Association of Developmental Disabilities Councils (NADDC) -- are discussed. References are included.

115.
Agran, Martin (1985).

An analysis of the effects of a self-control training program on the acquisition and generalization of social behaviors in a work setting. (Doctoral dissertation, University of Illinois, 1984.) Dissertation Abstracts International, 45(11), 3320-A.

generalization / social skills / work environment

The primary purpose of this investigation was to examine the effects of a self-control training program in facilitating the acquisition and generalization of two social behaviors. Specifically, the effects of a self-instructional training package in increasing the percentage of self-initiated contacts with the supervisor when employees run out of work materials and/or need assistance were examined across five subjects. The self-instructional package was comprised of verbal instruction, modeling, role-playing, corrective feedback, and social reinforcement. Generalized responding was assessed across settings and time.

The results indicate that self-instructional training was effective in increasing the frequency of target behaviors for all five subjects. Further, observational data and social validation data obtained from work supervisors revealed that the training resulted in generalized responding across settings for all five subjects and across time for four subjects (i.e., up to 13-wk). Additionally, an unexpected outcome of this investigation was data that suggested self-instructional training may produce generalization across responses.

116.
U.S. Department of Health and Human Services; & U.S. Department of Education (1985).

National directory of training and employment programs for Americans with disabilities. Washington, DC: Author.

competitive employment / resource directory

There are 648 programs listed geographically in the Directory. Each program description includes training areas, training levels, placement areas, post-placement support, and disability areas served. The intent of this federally funded resource is to link employers with trained and qualified workers and to link people with disabilities and their families with employment and training programs.

117.
Botterbusch, Karl F. (1984).

Revised MDC behavior identification form. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout.

behavior identification / vocational evaluation / vocational training

This Revised form contains 30 separate behavior categories and is intended to be a complete and comprehensive listing of most relevant vocational behaviors. The form can be used in a wide variety of prevocational and vocational programs such as work adjustment, vocational evaluation, specific skill training, situational assessment, and sheltered employment. The techniques of behavior observation are explained and emphasized in relation to satisfactory employment for disadvantaged and handicapped persons.

118.
Wheeler, Jill (1987).

Transitioning persons with moderate and severe disabilities from school to adulthood: What makes it work? Menomonie, WI: Materials Development Center. School of Education and Human Services. University of Wisconsin-Stout.

transition / community integration / individualized education program (IEP) / curriculum / social skills / quality of life

This monograph suggests a multi-faceted approach to transition efforts for persons with moderate and severe disabilities that focuses on not only employment outcomes, but recreation, community, residential, and social life spaces as well. It is intended for anyone involved in improving the quality of life for these individuals and outlines methods and procedures to reduce the frequency and magnitude of "system" failures. References and appendixes are included.

119.
Tenney, Fred; DeMarsh, Joseph P.; Karimi, Sherry; & Zrihen, Pamela (1987).

Final report. Project Bridge. September 1987. Scottsdale, AZ: Southwest Business, Industry & Rehabilitation Association. (Comp. No. 84.023D - OSERS File No. 8)

final report / Project BRIDGE / Arizona / business and industry

Project BRIDGE, a federally funded program, was designed to develop, test, refine, and replicate a transition model linking secondary level disabled youth with appropriate community resources and ultimately with jobs in the competitive employment market. The program was comprised of three components: Linkage Development, Transition Phase, and Replication. Innovative computer applications assisted in all phases. This final report reviews the background and rationale for the project and then presents the various goals and objectives for each fiscal year. These criteria are then utilized to evaluate the program's performance. The report ends with a summary of results.

120.
Cooper, N. E. (1977).

Vocational reintegration of handicapped workers with assistive devices. International Labour Review, 115(3), 343-352.

rehabilitation counseling / vocational rehabilitation / work environment / rehabilitation engineering

The purpose of this article is to take a general look at the two approaches of reintegration of the disabled in employment and how they complement each other. The first approach is what might be called adapting the disabled to the working environment and the second might be described as the ergonomic approach, or adapting the working environment to the particular handicap. Principles and methods are highlighted, as well as promising new developments and areas where further action is needed.

121.
Wehman, Paul; Kregel, John; Shafer, Michael S.; & Hill, Mark L. (1987).

Competitive employment for persons with mental retardation: From research to practice. Richmond, VA: Rehabilitation Research & Training Center. School of Education. Virginia Commonwealth University.

job placement / quality of life / interagency cooperation / competitive employment / cost effectiveness / research synthesis / employer involvement

The purpose of this second research volume is to document the efficacy of competitive employment for persons with significant mental retardation and to help many organizations further justify their organizational change activities. The papers in this monograph are a necessary and evolutionary sequel with expanded research activities in what employers think about supported employment and how competitive placement affects the quality of a retarded person's life. Further studies have been completed in the benefit cost analysis area and some initial work performed in analyzing the patterns of employment specialist intervention time and fading. The information in this monograph will be useful to policy makers who are evaluating the impact of emerging supported employment programs. The twelve research articles contained in this monograph address the spectrum of competitive employment issues. Abstracts and references/appendixes accompany each.

122.
Bellamy, G. Thomas; Rhodes, Larry E.; Mank, David M.; & Albin, Joyce M. (1987).

Supported employment: A community implementation guide. Baltimore, MD: Paul H. Brookes Publishing Co.

supported work / program development / special education / family involvement / employer involvement

This book is a practical guide which shows how persons in many capacities can develop supported employment programs. It begins with an outline of the five goals critical to successful programs and goes on to describe employment models to consider in establishing specific ones. Practical suggestions for forming a planning group and developing a program proposal are offered as well as several management tools. References and an index are included.

123.
Wehman, Paul; Moon, M. Sherril; Everson, Jane M.; Wood, Wendy; & Barcus, J. Michael. (1987).

Transition from school to work: New challenges for youth with severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

individualized transition plans / follow-up studies / interagency cooperation / parent involvement / vocational education

This book is a guide to planning and implementing successful transition programs for adolescents with disabilities. It focuses on three basic steps: (a) preparing for transition in the school years, (b) initiating careful transition program planning, and (c) developing employment options and achieving successful placements. Sample forms and worksheets are included to help planning. A brief annotated bibliography on supported employment and transition is included, as well as a list of references.

124.
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation (CERI) (1986).

Young people with handicaps: The road to adulthood. Paris: Author.

transition / OECD countries

This volume is an overview of work carried out on the theme of transition to adult and working life between 1982 and 1986 for

OECD countries. It is in four main parts. The first part sets out the aims of the program, its scope and the activities which were undertaken. The second defines and outlines the major issues related to transition which emerged in the program of studies. The third briefly describes innovations and interesting practices during the three stages of transition, namely the final years of schooling, continued education, training and vocational preparation and early adult and working life. The final part draws together major threads, stresses the need for a unified concept of transition with common objectives for all sectors, and suggests future areas for study and activity.

125.
Izzo, Margaretha Vreeberg; Liming, Roxi; & Kopp, Kathleen (1987).

Corridors to careers: A trainer's manual. Columbus, OH: National Center for Research in Vocational Education.

career guidance / parent involvement / vocational training

This manual is designed to serve as a guide for developing inservice training experiences that will enable parents and community service representatives to recruit and train volunteers who will, in turn, train other parents in strategies that will help increase handicapped youth's opportunities for employment. The manual structures training activities and provides agendas and directions for a series of inservice sessions on various topics. Transparencies, handouts, and small group activities also are included.

126.
Specialized Training Program. Center on Human Development. College of Education. University of Oregon (n.d.).

Enclaves [Videocassette]. Eugene, OR: Author. (Comp. No. 84.023G - OSERS File No. 65)

enclaves / supported work / model programs / video production

This video offers information on one supported employment approach to persons seeking a general understanding of the subject. It features the nationally recognized program at Physio Control Corporation in Redmond, WA, and contains statements about the approach from parents and coemployees. Business managers from other companies comment on the reasons for their interest in this type of industry-based program. The video is accompanied by a transcript and a paper that provides further information on program features and outcomes. It was funded in part by grants from the Washington Supported Employment Initiative and the John Margoes Foundation.

127.
Gartner, Alan; & Lipsky, Dorothy Kerzner (1987).

The transition from school to post-secondary education and training: A resource guide for students with a disability. New York: Center for Advanced Study in Education. Graduate School and University Center. City University of New York. (Comp. No. 84.078C - OSERS File No. 109)

transition / New York / resource directory

This resource guide is designed to help the student be successful in the transition from school to further education and training opportunities. It contains two types of information. First, it contains an outline and description of the stages of the transition process. Second, it contains listings of groups and organizations in New York City which can answer questions and provide assistance.

128.
Syracuse University. Special Education Resource Center (1981).

Making integration work. Human policy reports: An action series. Syracuse, NY: Author. (ERIC Document Reproduction Service No. ED 236 819)

mainstreaming / public schools / model programs

Approaches used in public schools across the country to integrate severely handicapped students with nonhandicapped students are described. Programs have implemented physical integration in a variety of ways, including sending severely handicapped students to neighborhood schools and dispersing classes of severely handicapped students in regular schools. Integration has been accomplished in such nonacademic activities as school assemblies, fields trips, and social activities. Reverse integration has also been successful: nonhandicapped students volunteer to perform a variety of roles in special classes. Some programs focus on community integration. Elements of successful programs include use of consulting teachers and assistant principals to support regular administrators, decentralization of special services, involvement of vocational specialists, provision of incentives to regular teachers serving severely handicapped students, encouragement of team teaching between special and regular teachers, faculty and parent integration, and use of university students and other volunteers to integrate severely handicapped students.

129.
Syracuse University. Center on Human Policy (1986).

Programs demonstrating model practices for integrating people with severe disabilities into the community. Syracuse, NY: Author. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, Washington, DC). (ERIC Document Reproduction Service No. ED 270 932)

model programs / community integration / attitudes / normalization

Sixty-five model programs striving to integrate people with severe disabilities into their natural communities were nominated and screened via interviews, site visits, and comparison with eight principles of community integration including family scale, community living arrangements, consumer and parent involvement, and development of community living skills. The resulting 41 programs are summarized in terms of services, population, and contact persons. Programs are organized according to state and regional systems, residential services, family support services, and vocational services.

130.
Demetral, G. David (1981).

Different shades of grey. Mt. Clemens, MI: Macomb-Oakland Regional Center; Ann Arbor, MI: University of Michigan, Institute for the Study of Mental Retardation and Related Disabilities. (Sponsoring Agency: Office of Human Development (DHEW), Washington, DC. Office of Developmental Disabilities) (ERIC Document Reproduction Service No. ED 217 321)

model programs / community integration / Aging/Aged Developmentally Disabled (AADD)

This paper describes a project designed to integrate the Aging/Aged Developmentally Disabled (AADD) person into the larger community. Section 1 presents the ideology of the project. Section 2 describes the Macomb and Oakland integration projects, two plans designed to evaluate the personal and environmental variables that affect the integration of the AADD clients (N=38) into the larger community. Steps taken into consideration during the planning, implementation, and evaluation of the two plans are explained; barriers to integration are described; and in-depth discussions of each of the two plans are provided. Section 3 contains materials personalized to reflect the growth of the groups' self-advocacy skills. The People First Movement of handicapped persons in the United States and Canada is discussed, and the birth, development, and current status of the Utica Senior Chapter of People First,

comprised of the 25 members of the Macomb Integration Plan, is presented. The appendixes contain information on Shelby Seniors TOO!, a multipurpose center designed to help the AADD person become integrated into society. A People First flyer is also included.

131.
Menolascino, Frank J. (1978, June).

The future of the handicapped person and his community. Paper presented at the First World Congress on Future Special Education, Stirling, Scotland. (ERIC Document Reproduction Service No. ED 157 328)

community integration / research synthesis / advocacy

The author predicts major innovations in the future of the handicapped person in his community. Future trends are reported for the following eight areas: research and prevention efforts on decreasing the incidence of the more severe handicapping conditions, impact of the ideology of normalization, parents of the retarded, self-advocacy for handicapped citizens, consumer advocate capabilities for catalyzing and monitoring community services for the mentally retarded and other developmentally disabled, home training for severely handicapped citizens, curative approaches to the mentally retarded, and cost-benefit considerations in community service provision.

132.
Provencal, Gerald (1984, November).

Confessions of a community placement optimist. Paper based on presentation at the 11th Annual Conference of the Association for Persons with Severe Handicaps, Chicago, IL. (ERIC Document Reproduction Service No. ED 260 551)

community integration / barriers / human services

This paper offers reflections from the author's experience with community placement for developmentally disabled persons, specifically addressing practical and philosophical issues. Drawn from the author's personal involvement with the Macomb-Oakland Regional Center (MORE) in Michigan, this document notes nine illustrations of progress from 1969-1984. It is suggested that staff at MORE are helped to acquire a sense of urgency, a sense of ownership for solving the problem, commitment to action on behalf of the consumer. Among different ways that agencies and associations have battled successfully with their own service structures are factors involving: relationships with parents, readiness reversal (suggesting that virtually everyone can move

into the community if the right alternatives are created), staff specialized in developing homes, approaches to dealing with the news media, and decisions to avoid distractions that could lead workers off task. Threats to momentum, including prejudice, complacency, and the pull of "institutional gravity," are considered. The paper concludes by asserting the importance of seeing the larger picture in the lives of developmentally disabled persons.

133.
Calkins, Carl F.; Dunn, Winnie; & Kultgen, Phyllis (1986).

A comparison of preschool and elderly community integration/demonstration projects at the University of Missouri Institute for Human Development. Journal of the Association for Perons with Severe Handicaps, 11(4), 276-285.

community integration / University of Missouri Institute for Human Development / mainstreaming / Aging/Aged Developmentally Disabled (AADD)

This article reviews two community integration projects at the University of Missouri-Kansas City Institute for Human Development which illustrate model development across the life-span. The preschool project is aimed at successfully mainstreaming preschoolers who are handicapped with their nonhandicapped peers through the use of trained volunteers. The elderly project is directed at increasing community integration of elderly persons with developmental disabilities by using nonhandicapped elderly volunteer companions. A description of each project, including project goals, methods, and preliminary results is provided to develop a frame of reference for a comparative discussion of the strengths, weaknesses, and outcomes in these cmmunity-based demonstration projects. Three common variables are discussed: use of trained volunteers, changes in attitudes and knowledge by nonhandicapped volunteers, and measured outcomes for clients. The costs and benefits of model development are summarized.

134.
Lignugaris/Kraft, Benjamin; Salzberg, Charles L.; Stowitschek, Joseph J.; & McConaughy, E. Kathryn (1986).

Social interaction patterns among employees in sheltered and nonprofit business settings. The Career Development Quarterly, 35(2), 123-135.

social skills / work environment / vocational training

In this study social interactions during breaks and work in sheltered and nonsheltered work settings were examined. A number of social skills important for employment success have been suggested, but there is little empirical information, however, that describes how often specific social behaviors actually are required in the work place, the social vocational contexts in which they occur most often, and the parameters that define competent responses. Additional research in these areas is suggested in order to improve work-training programs for the developmentally disabled.

135.
Hughes, Carolyn (1985).

The effects of self-instruction on on-task behavior and work performance in a vocational training setting. Unpublished master's thesis, Eastern Montana College, Billings, MT.

vocational training / task analysis / self-control training

The effects of a self-instructional training procedure on the on-task behavior of four mentally retarded adults in a sheltered workshop were investigated using a multiple-baseline design across subjects. The subjects chosen had been identified by their trainers as demonstrating a high incidence of off-task behavior. Additionally, the effects of the procedure on the rate and accuracy of task performance were recorded. Results of the study indicated that on-task behavior increased substantially across all subjects following training and generalized from the training to the workshop setting. Furthermore, a two-week follow-up check indicated the on-task behavior maintained over time. Supplemental recording indicated rate of production did not increase substantially for any subject. The procedure appeared to be useful in increasing on-task behavior in the workshop setting and was discussed in terms of its implementation and cost effectiveness in a vocational training setting.

136.
Burnette, Jane (1987).

Adapting instructional materials for mainstreamed students (Issue Brief 1). Reston, VA: The Council for Exceptional Children.

curriculum / mainstreaming

This report describes the procedures and products of seven materials adaptation projects sponsored by the Office of Special Education Programs in the U.S. Department of Education and discusses ideas and techniques that can be adopted by school districts in their own materials adaptation efforts.

137.
Southeastern Virginia Training Center for the Mentally Retarded (1977).

SEVTC assessment scales for community integration of the severely/profoundly handicapped. Part I. Pre-entry screening instrument. Chesapeake, VA: Author. (Sponsoring Agency: Office of Human Development (DHEW), Philadelphia, PA. Region 3. Division of Developmental Disabilities.) (ERIC Document Reproduction Service No. ED 167 564)

community integration / normalization / SEVTC assessment scales for community integration

To promote the deinstitutionalization of mentally retarded individuals, a three-phase assessment prescription system has been developed. It conceptualizes return to the community as a series of transfers from a restrictive non-programmatic environment (phase one) through specialized short-term program-oriented rehabilitation (phase two) to the least restrictive living alternatives possible (phase three). The Pre-Entry Screening Instrument is designed for time-efficient screening and the selection of appropriate candidates for phase two. The Instrument is used to interview a parent or a staff member who has worked with the individual for at least three months. A skill profile chart summarizes the data gathered on the Instrument. The Instrument, all data collection sheets, and instructions for administering and scoring are included.

138.
Southeastern Virginia Training Center for the Mentally Retarded (1977).

SEVTC assessment scales for community integration of the severely/profoundly handicapped. Part IIA. Post-entry monitoring instrument. Preschool form: Ages birth through eight years. Part IIB. Post-entry monitoring instrument. Adolescent adult form: Ages eight through late middle age. Chesapeake, VA: Author. (Sponsoring Agency: Office of Human Development (DHEW), Philadelphia, PA. Region 3. Division of Developmental Disabilities.) (ERIC Document Reproduction Service No. ED 167 565)

community integration / normalization / SEVTC assessment scales for community integration

To promote the deinstitutionalization of mentally retarded individuals, a three-phase assessment prescription system has been developed. It conceptualizes return to the community as a series of transfers from a restrictive non-programmatic environment (phase one) through specialized short-term program-oriented rehabilitation (phase two) to the least restrictive living alternatives possible

(phase three). The Post-Entry Screening Instrument provides a detailed observation-based assessment device for measuring behavior change and progress during phase two. It has two forms: preschool (birth through eight years), and adolescent/adult (ages eight through late middle age). Both forms of the Post Entry Instrument are included, along with directions for administering and scoring.

139.
Aase, Susan; & Price, Lynda (n.d.).

Using appropriate documentation within the secondary/postsecondary transition process with learning disabled adolescents and adults. Minneapolis, MN: University of Minnesota - General College. The Secondary/Postsecondary Transition Project for Learning Disabled Youth. (Comp. No. 84.078C - OSERS File No. 117)

individualized transition plans / learning disabilities / Minnesota

A sample transition plan for learning disabled youth is presented as a part of a series of papers on transition issues from this project. It is anticipated that the plan will help to provide a means of consistent documentation and compilation of information on a particular individual.

140.
Price, Lynda (n.d.).

A selective review of the professional literature concerning the transition process of learning disabled adolescents and adults. Minneapolis, MN: University of Minnesota - General College. The Secondary/Postsecondary Transition Project for Learning Disabled Youth. (Comp. No. 84.078C - OSERS File No. 117)

learning disabilities / transition / literature review

This article is a brief discussion of the professional literature in the area of learning disabilities that applies to the transition process of LD secondary and postsecondary students. Fifty citations are explained under the subcategories of research about the impact of learning disabilities on adolescents, research about postsecondary service delivery models for LD adults, and research about vocational options for LD adolescents and adults. The author concludes that a great deal of information is currently being written about this topic, but it is still preliminary. More research needs to be done to define key concepts and effective materials or techniques in promoting successful transition for individuals with learning disabilities.

141.
Price, Lynda; & Johnson, Kevin E. (1986).

The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography. Minneapolis, MN: University of Minnesota - General College. The Secondary/Postsecondary Transition Project for Learning Disabled Youth. (Comp. No. 84.078C - OSERS File No. 117)

learning disabilities / transition / literature review

The focus of this literature review is to highlight key issues which occur during the transition process. Annotations are grouped according to the following areas: (a) secondary education and the learning disabled adolescent; (b) postsecondary services and the learning disabled adult; (c) vocational or job-related skill development; and (d) transition issues and theories.

142.
Engen-Wedin, Nancy; & Collins, Terence (1986).

Composition, word processing, and the learning disabled college writer: An annotated bibliography. Minneapolis, MN: University of Minnesota - General College. Learning Disabled College Writers Project. (Comp. No. 84.078C - OSERS File No. 104)

composition / learning disabilities / post-secondary education / word processing / literature review

This literature survey combines studies from four directions: (a) the role of microcomputers in mainstream writing instruction; (b) essential characteristics of learning disabled college students; (c) writing instruction for learning disabled college students with a special emphasis on the role of technology; and (d) writing-related career and vocational options for learning disabled college students. Supplement 1 to this annotated bibliography is also included.

143.
Price, Lynda; & Margolis, William (n.d.).

Survival skills for learning disabled college students: Microcomputer word processing in a freshman composition class. Minneapolis, MN: University of Minnesota - General College. The Learning Disabled College Writers Project. (Comp. No. 84.078C - OSERS File No. 104)

composition / learning disabilities / word processing / post-secondary education

The Learning Disabled College Writers Project at the University of Minnesota-General College is a study of microcomputer word processing as a bypass strategy for college writiers with learning disabilities. LD students are mainstreamed in a typical freshman composition class where all writing is done on the microcomputer. The study employs pre- and post-intervention measures to assess changes in writing skills, self-esteem, and occupational awareness. Preliminary results from the first year of the project show promise for the microcomputer as an "equalizer" for LD writers to perform on par with their non-learning-disabled peers.

144.
Collins, Terence; & Price, Lynda (1986).

Testimony from learning disabled college writers on the efficacy of word processing in their writing process [working paper]. Minneapolis, MN: University of Minnesota - General College. The Learning Disabled College Writers Project. (Comp. No. 84.078C - OSERS File No. 104)

composition / learning disabilities / word processing / post-secondary education

This monograph presents interviews with learning disabled college students who have had successful experiences using word processing software in writing and composition.

145.
Collins, Terence G.; & Price, Lynda (1986).

Micros for LD college writers: Rewriting documentation for word-processing programs. Learning Disabilities Focus, 2(1), 49-54. (Comp. No. 84.078C - OSERS File No. 104)

composition / learning disabilities / word processing / post-secondary education

Commercially available word processing is being shown to be an effective accommodation for the writing deficiencies of high functioning learning disabled college students. Essential to the success of this accommodation is readable documentation of the software used. Features of previously validated pedagogical interventions are brought to bear on creating documentation and instructions that bypass the generally ineffective and inaccessible instructions accompanying some word-processing products. An example of these procedures is provided.

146.
Collins, Terence; & Price, Lynda (1986).

A guide to selecting word-processing software for learning disabled college writers [Working paper]. Minneapolis, MN: University of Minnesota - General College. The Learning Disabled College Writers Project. (Comp. No. 84.078C - OSERS File No. 104)

word processing / learning disabilities / composition / post-secondary education

This monograph provides guidelines for selection of word processing software for learning disabled college writers.

147.
Collins, Terence; & Price, Lynda (1987).

Microcomputers and the learning disabled college writer. Collegiate Microcomputer, 5(1), 26-31. (Comp. No. 84.078C - OSERS File No. 104)

composition / learning disabilities / word processing / post-secondary education

A convergence of testimony and experience shows clearly that word processing can be a hospitable by-pass for the writing problems of many learning disabled students. The microcomputer is a versatile tool for the LD writer for a variety of reasons, some of which are not yet fully understood. Software selection and training need to be done with attention to the typical deficits of LD learners. The Learning Disabled College Writers Project continues to research the application of word processing for LD writers in mainstream settings.

148.
Wilgosh, L.; French, C.; & Barry, M. (1985, April).

A parent, school, community partnership in career education for the mentally retarded. Paper presented at the 63rd Annual Convention of the Council for Exceptional Children, Anaheim, CA. (ERIC Document Reproduction Service No. ED 257 293)

employer involvement / parent involvement / vocational education / career guidance

The presentation focused on findings of three studies, and implications for parent-teacher-employer involvement in development and implementation of career education programs for

TMR (trainable mentally retarded) adolescents. Study I examined parent and teacher ratings of adaptive behavior and vocational interests. Study II investigated parent, teacher, and employer perceptions of the general goals, objectives, and content of a career education program for this population. Study III involved in-depth interviews with 10 parents from the parent sample of Study I; the interviews investigated concerns, hopes, and fears for their children, particularly related to life skills development. Across the studies, perceptions of parents, teachers and employers regarding the goals, objectives, and content of a career education program were generally consistent. Parents more strongly supported the teaching of academic skills than did teachers or employers. Predominant concerns of parents included the relatively little feedback from psychologists and teachers on assessment and educational progress. The consistency among perceptions of the groups was felt to hold promise for partnership in TMR career education.

149.
Schloss, Patrick J.; Wolf, Constance W.; & Schloss, Cynthia N. (1987).

Financial implications of half- and full-time employment for persons with disabilities. Exceptional Children, 54(3), 272-276.

income / half-time employment / cost effectiveness / disincentives to work

Increased financial well-being is often assumed to be a benefit of full-time employment for handicapped individuals. However, there is some evidence that this is not true. In this study a balance sheet approach was utilized to examine the financial implications of part-time and full-time employment for persons with handicaps. Balance sheets (income versus expenses) were developed for three income levels: no earned income, income from a part-time (20 hours a week) job, and income from a full-time (40 hours a week) job. The results indicated that net disposable income was comparable for individuals working part time when compared to individuals working full time. In either case, the net disposable income is no more than $3,000 over the net disposable income for an unemployed person. This provides evidence that there is an absence of financial incentives for full-time employment and suggests that persons with disabilities should carefully consider the financial effects of potential employment.

150.
Roussel, Amy Elizabeth; & Cook, Judith A. (1987).

The role of work in psychiatric rehabilitation: A therapeutic alternative to competitive employment. An earlier version of this paper was presented at the Annual Meetings of the Midwest Sociological Society, Chicago, IL.

Thresholds / psychiatrically disabled / vocational rehabilitation

The Thresholds Visiting Chefs Program is designed to provide severely mentally ill youth with the opportunity to work with a professional chef in preparation of a noon meal for some 100 rehabilitation clients. Meal preparation is part of the regular rehabilitation program for these psychiatrically disabled young people, and the work with a visiting professional represents an innovative, vocational experience that may be superior to traditional options. This paper first explores the debate surrounding the value of work for young people's personal, moral, vocational and social development, and then evaluates this innovative program according to criteria put forth by authors critical of youth employment. Qualitative analysis of the youngsters' evaluations of the experience indicate that working with a professional chef in a familiar environment is a positive and rewarding vocational experience. Further, correlation analysis indicates the presence of relationships between learning, motivation and involvement in the program. These findings are discussed in light of the dispute over the value of work for teenagers, and effective alternatives to competitive employment are suggested.

151.
Rusch, Frank R.; Lagomarcino, Thomas R.; McKee, Meredith; & Allshouse, Shaun. (1987).

The Illinois Competitive Employment Project: Enhancing transition through interagency collaboration: The final report. Champaign, IL: University of Illinois. (Comp. No. 84.023G - OSERS File No. 56)

final report / Illinois Competitive Employment Project (ICEP) / transition / interagency cooperation

The purpose of the Illinois Competitive Employment Project (ICEP) as stated in the original proposal was to "implement a project that would lead to cooperative programming between the local rehabilitation agency and the two local educational agencies." The primary purpose of this final report is to present information regarding the evaluation of the effectiveness of the Illinois Competitive Employment Project. This report will attempt to:

(a) provide information related to the degree of success and viability of the Project, and (b) provide information to maximize the possibility of success and viability in the replication of the project. First, a review of specific problems related to transition and the goals stated in the original proposal to address these problems is presented. Second, an overview of the community as well as the services available to persons with moderate, severe, or profound mental retardation in the Champaign-Urbana areas is provided. Finally, a description of the activities that were introduced to enhance transition efforts is discussed.

152.
Rader, Doris B. (1987).

Final report: Demonstration project for learning disabled students in college. Cocoa, FL: Brevard Community College. (Comp. No. 84.078C - OSERS File No. 122)

final report / learning disabilities / Demonstration Project for Learning Disabled Students in College / Florida

The principal objective of this project was to provide psychological evaluations to referred students. Subordinate objectives were to provide the learning disabled students with specialized remedial instruction materials and additional support services. Further services included published materials to assist faculty with learning to recognize the characteristics of learning disabled students and how to successfully accommodate the student in the classroom. All of the objectives set forth in the original grant application were accomplished.

153.
Morrow, Sue Ann (1986).

Project PET. Annual report. Kirksville, MO: EDGE, Inc. (Comp. No. 84.158C - OSERS File No. 39)

Project PET / annual report / transition / community integration / interagency cooperation

This annual report summarizes activities from year one of Project PET according to the project goals of:

1) defining the responsibilities of school personnel, parents, and adult service providers and establishing a cooperative plan to ensure the effective and timely transition of graduating students with handicapping conditions to the working world;

2) implementing these identified responsibilities through a model Community Transition Center;
3) monitoring the implementation of the identified responsibilities to determine the effectiveness and efficiency of the cooperative plan; and
4) disseminating the results of the implementation of the identified responsibilities to service providers in other geographic areas.

Highlights of year one include the success of interagency cooperation and community acceptance, as well as higher expectations for the individuals served due to the change in attitudes, philosophies, and willingness to work together. Appendixes are included.

154.
Commonwealth of the Northern Mariana Islands, Dept. of Education, Special Education Program (1986).

Secondary transition inservice training: Conference summary. Eugene, OR: Western Regional Resource Center, University of Oregon, College of Education. (Comp. No. 84.158B - OSERS File No. 78)

curriculum / secondary education / individualized transition plans / parental involvement.

This summary provides an overview of the proceedings of the Secondary Transition Inservice Training held in Saipan, NMI on September 25-27, 1986. The conference had four primary objectives:
1) increased awareness of quality secondary curriculum for students with disabilities;
2) increased awareness of instructional strategies for use with secondary students with disabilities;
3) increased awareness of transition planning for all students 15 years and older; and
4) increased parental involvement in the planning for their students' future.

Appendixes are included.

155.
Botterbusch, Karl F. (1983).

A comparison of computerized job matching systems. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout; San Diego, CA: Regional Rehabilitation Continuing Education Program, Consortium for Placement, San Diego State University.

vocational evaluation / job matching / computers

This monograph describes and compares eight computerized job matching systems: AIS, VOCOMP, CCAS, CHOICES, CompuJOBS, Datamaster, JOBS, and Job Search Programs. The first part of this document explains what these systems are and basic steps to consider prior to seeking information on any specific system. The remainder of the publication deals specifically with each system. Appendixes and a glossary are included.

156.
Brown, James M.; & Kayser, Terrence F. (Eds.) (1981).

Transitioning special needs students into postsecondary vocational programs [Special issue]. Career Development for Exceptional Individuals, 4(Summer).

transition / vocational education / vocational training / individualized education program (IEP)

This special issue of CDEI examines the process related to the transition or articulation of special needs learners from secondary schools to postsecondary vocational programs and poses several questions related to the efficacy of this process. This monograph is a compilation of papers presented in a national symposium on this topic and includes key issues, goals, and suggestions for future directions in research. References accompany each section.

157.
Gallaudet University. Gallaudet Research Institute. Center for Assessment and Demographic Studies. (1987).

Survey of job training for hearing impaired youth questionnaire packet:
A) Career Training of Deaf Students;
B) Student Questionnaire - Survey of job training for hearing impaired youth;
C) Annual survey of hearing impaired child and youth form;
D) Counselor questionnaire. Washington, DC: Author.

hearing impaired / follow-up studies / Gallaudet University

Four different survey forms used to obtain information on hearing impaired youth and their job training programs are included in this packet.

158.
Parmenter, Trevor R. (1986).

Bridges from school to working life for handicapped youth: The view from Australia. New York, NY: World Rehabilitation Fund, Inc.

Australia / transition / normalization / independent living

This monograph addresses, from an Australian perspective, a number of strategies which should enhance the opportunities of young people with disabilities for a more satisfying and productive adult life. Philosophy, goals, and problems of program implementation are discussed, as well as strategies in the educational, community living, and vocational areas of program development. Recommendations for future directions are discussed. Brief descriptions of a small sample of innovative transition programs in Australia are included in the appendix.

159.
DeStefano, Lizanne; & Rusch, Frank R. (1987).

Supported employment in Illinois: Assessment issues (Vol. 2). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

Illinois / supported work / program evaluation / Illinois Supported Employment Program (ISEP)

This volume of Supported employment in Illinois includes three papers that address the special demands that supported employment places on vocational evaluation and assessment practices. Each paper treats the topic uniquely, even though some themes remain common throughout the monograph. Appendixes include references, ISEP funded projects, and ordering information for supported employment publications.

160.
University of Southern Maine. The York County Transition Project. Human Services Development Institute. Center for Research and Advanced Study. (1987).

Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents. Portland, ME: Author. (Comp. No. 84.023G - OSERS File No. 59)

learning disabilities / York County Transition Project / Maine

This handbook is for learning disabled teenagers and young adults, their parents, families, and guardians. It addresses a wide range of functioning and disability among the learning disabled and offers many options -- programs and services -- for those who are deciding what to do after high school. Not all programs or

services listed in this handbook may be available in every community or school district, nor may they be appropriate for everyone. The last section of this guide highlights organizations and agencies for the learning disabled to contact for assistance.

161.
University of Southern Maine. The York County Transition Project. Human Services Development Institute. Center for Research and Advanced Study. (1987).

Partners in the process: A handbook on transition for school and community programs serving learning disabled young adults. Portland, ME: Author. (Comp. No. 84.023G - OSERS File No. 59)

learning disabilities / York County Transition Project / Maine / individualized transition plans

This handbook describes the team approach to transition planning for youth with learning disabilities in York County, Maine. The processes and aims of this successful program are explained. Sources of information and publications are cited to help in facilitating the transition process.

162.
Appell, Louise S.; & Kramer, Marjorie Kohn (1987).

An enriching experience. Silver Spring, MD: Macro Systems, Inc.

Arts for Transition Model Program / community integration / independent living / social skills

This book describes and illustrates the Arts for Transition Model Program which offers opportunities for disabled individuals to socialize with nondisabled peers to learn independent living skills. The Model was designed to use recreational arts groups and activities as a vehicle for developing the social and independent living skills of disabled youth and can be used as a guide for groups that want to implement the program.

163.
Minskoff, Esther H.; Sautter, Scott W.; Hoffmann, F. James; & Hawks, Robin (1987).

Employer attitudes toward hiring the learning disabled. Journal of Learning Disabilities, 20(1), 53-57.

employer attitudes / learning disabilities / discrimination

To determine attitudes about employing workers with learning disabilities, 326 employers from six states were surveyed about their attitudes toward hiring the handicapped in general and the learning disabled in particular. The employers expressed positive attitudes toward making special allowances for handicapped workers as long as such allowances did not involve reduced workloads or involvement in the worker's personal life. Less positive attitudes were expressed toward hiring the learning disabled. Only one-half of the employers stated that they would hire workers with learning disabilities. These negative attitudes did not seem to be related to lack of knowledge about learning disabilities, but rather seemed to relate to prejudice against workers with learning disabilities or lack of experience in supervising such workers.

164.
Tryjankowski, Elaine M. (1987).

Convergent-discriminant validity of the Jewish Employment and Vocational Service System. Journal of Learning Disabilities, 20(7), 433-435.

Jewish Employment and Vocational Service Work Sample System (JEVS) / learning disabilities / prevocational skills

This study investigated the construct validity of five perceptual traits with five simulated work samples from the Jewish Employment and Vocational Service Work Sample System (JEVS). The subjects, mean CA 14.4, were 36 applicants with learning disabilities who attended a prevocational assessment program. Utilizing the paradigm of convergent-discriminant validity, convergent validity ($p<.01$) was evidenced in four of the five work samples and discriminant validity ($p<.01$) was demonstrated in three of the five work samples. The results indicate that simulated work samples can be used as a diagnostic instrument for assessment of perceptual abilities in a vocational setting.

165.
Dalke, Connie; & Schmitt, Susan (1987).

Meeting the transition needs of college-bound students with learning disabilities. Journal of Learning Disabilities, 20(3), 176-180.

learning disabilities / post-secondary education / Project ASSIST / Wisconsin

This article presents the Project ASSIST high school to college transition program, developed at the University of Wisconsin-Whitewater, which assists high school students with learning disabilities in adjusting to the university setting. The

transition from a structured, controlled environment to a less structured, open setting can be overwhelming. In an effort to facilitate the students' abilities to cope with the issues and activities facing them during the transition period, this five-week, non-credit, post-high school/precollege summer model program emphasizes six components including: affective support, diagnostic evaluation, academic reinforcement and instruction, strategy training, awareness of support services available on campus, and a general campus awareness.

166.
Levin, Erwin K.; Zigmond, Naomi; & Birch, Jack W. (1985).

A follow-up study of 52 learning disabled adolescents. Journal of Learning Disabilities, 18(1), 2-7.

learning disabilities / secondary education / follow-up studies / special education

This study was designed to document, four years later, the progress of 52 LD adolescents who entered a special education program in the ninth grade. The sample were "typical" LD adolescents: old for their grade placement, with severe reading retardation and moderate math retardation. Theoretically, these students should have been in 12th grade at the time of follow-up. In fact, 16 were still enrolled in a special education high school program; seven were still in high school but in regular classes full-time; twenty-four had stopped attending high school; and five could not be located. Thirty-four students (all those still in school and 11 of the dropouts) were retested on academic skills. Results indicated impressive gains for all students although approximately half the achievement growth had taken place in the first year of the LD program. The 11 dropouts were also interviewed about the circumstances of their school leaving. A majority reported that they had been encouraged to leave school before graduation because of persistent academic, behavior, and attendance problems. Data available to the school district at the time of placement into the ninth-grade special education program were utilized in a step-wise discriminant analysis for predicting status at follow-up. The discriminant analysis was quite poor at identifying students who would leave school.

167.
Bernacchio, Charles; & Fortinsky, Richard (1987, October).

Improving the post-secondary education and employability of learning disabled students. Paper presented at the Third Northeast International Symposium on Exceptional Children and Youth, Portland, ME. (Comp. No. 84.023G - OSERS File No. 59)

learning disabilities / post-secondary education / Maine / model programs

This study is the result of a three-year federally funded project to provide model transitional services to learning disabled young adults in three southern Maine communities. Initial findings and the process of implementing this model program, as well as the evaluation design and objectives, are reported.

168.
Bireley, Marlene; & Manley, Eleyse (1980).

The learning disabled student in a college environment: A report of Wright State University's program. Journal of Learning Disabilities, 13(1), 12-15.

learning disabilities / Wright State University / model programs

This article describes the initiation of Wright State University's experimental program for learning disabled college students in 1974 and subsequently traces the development of the program to 1980. Problems and recommendations are presented.

169.
Barbaro, Fred (1982).

The learning disabled college student: Some considerations in setting objectives. Journal of Learning Disabilities, 15(10), 599-603.

learning disabilities / social skills / Adelphi University

Adelphi University's program for learning disabled students is unique in that it has a dual focus: academic and social growth. This article describes this model for direct intensive intervention designed to enhance psychosocial growth within the college environment.

170.
Vogel, Susan A. (1982).

On developing LD college programs. Journal of Learning Disabilities, 15(9), 518-528.

program development / learning disabilities / post-secondary education

The author describes the status of college programs for the learning disabled student. Program development and implementation are discussed. References are included.

171.
Mathews, R. Mark; Whang, Paula L.; & Fawcett, Stephen B. (1982).

Behavioral assessment of occupational skills of learning disabled adolescents. Journal of Learning Disabilities, 15(1), 38-41.

learning disabilities / behavioral analysis / vocational evaluation / secondary education

Little information is available on the levels of basic living skills of learning disabled adolescents. Using direct observation techniques, this study analyzed the differences in levels of occupational skills between LD youths and their non-LD peers. The results showed low levels of employment-related skills for both groups of high school adolescents. However, the non-LD high school students performed significantly better on the job-related skills than their LD peers. These differences were more marked for nonsocial interaction skills than for social skills. These findings suggest the need for methods of teaching LD youths the skills of finding and retaining employment.

172.
Greenan, James P. (1982).

Problems and issues in delivering vocational education instruction and support services to students with learning disabilities. Journal of Learning Disabilities, 15(4), 231-235.

vocational education / learning disabilities / special education / career guidance

Vocational education has several programs and services that should be accessible to all handicapped students, including the learning disabled. Skill training, cooperative work education, work-study, and youth organizations are some available programs from which these students could benefit. However, problems and issues relating to attitudes, personnel preparation, funding, and interagency cooperation and agreements frequently inhibit the delivery of vocational programs and related services to these students. Vocational and special educators should work together as a team to provide vocational education instruction and the necessary support services to these students. Numerous resources, such as instructional guides, are currently available to assist the special educator in becoming familiar with the concepts, ideas, information, and processes that relate to serving the handicapped in vocational education. These resources and information will help special educators with increasing their knowledge and participation in providing vocational and career opportunities to LD students.

173.
Shapero, Susan; & Forbes, C. Rebecca (1981).

A review of involvement programs for parents of learning disabled children. Journal of Learning Disabilities, 14(9), 499-504.

parent involvement / learning disabilities

The literature on involvement programs for parents of learning disabled children was reviewed to discover the types of programs attempted, their results, and their implications. The most common program types were tutoring and counseling. Results for both types were generally positive. The most effective counseling programs combined counseling with academic tutoring and/or praise for academic performance. Effective tutoring programs combined positive reinforcement with reading and/or perceptual skills. The studies reviewed support the value of parent involvement. Implications include the need for stronger experimental research, comparison studies between tutoring and counseling programs, more efficient evaluation, and follow-up studies.

174.
Kavale, Kenneth A.; Forness, Steven R.; & Bender, Michael. 1987.

Handbook of learning disabilities. Volume I: Dimensions and diagnosis. Boston, MA: Little, Brown & Co.

learning disabilities / evaluation / multidisciplinary assessment

This first volume of the Handbook deals with defining learning disabilities and determining how individuals should be classified as learning disabled. Focus is on assessment as a multidisciplinary process and how the components interrelate to reach a final decision about an individual's LD status. Vol. I provides a comprehensive overview of the problems inherent in the field, the primary characteristics associated with learning disabilities, and the means by which we determine the presence or absence of LD in a child. References and an index are provided.

175.
Crewe, Nancy M.; & Athelstan, Gary T. 1984.

Functional assessment inventory manual. Menomonie, WI: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute.

Functional Assessment Inventory (FAI) / vocational evaluation / vocational rehabilitation

This new edition of the FAI has undergone field testing and revisions for almost a decade and reflects a major change of the elimination of two problematic items ("coordination" and "persistence") and the addition of two new ones ("need for specialized placement or accommodations" and "initiative and problem-solving ability"). Several minor changes have also been made to eliminate ambiguity. This manual explains the need for functional assessment in vocational planning, presents the issues in the development and use of the FAI, and describes the development of the FAI and how to use it.

176.
Botterbusch, Karl F. 1987.

Vocational assessment and evaluation systems: A comparison. Menomonie, WI: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute.

vocational evaluation / work samples

This publication is the fifth in a series from the Materials Development Center since 1976 offering an objective comparison of commercial vocational and assessment systems. This series has sought to provide vocational evaluators, special educators, vocational educators, manpower specialists, corrections personnel, and private rehabilitation practitioners with accurate and detailed information on widely available vocational evaluation and assessment systems. References are included with most of the 21 tests.

177.
Lindskoog, Wayne (1987).

VECTOR, a new direction: Final project report. Eden Prairie, MN: Hennepin Technical Centers. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Youth Employment Projects, Washington, D.C.) (Comp. No. 84.023D - OSERS File No. 11)

final report / Minnesota / model programs / vocational education / special education

This is the final report for Project VECTOR, a three-year model program which was piloted at District 287 Vocational Technical Center's south campus in Eden Prairie, MN. The report focuses on the evaluation of project effectiveness as it relates to outcomes, consumer responses, and outside evaluations which were conducted specifically by a project consultant and a state evaluation team. A discussion of project goals and accomplishments are included, as well as a bibliography of curricular materials.

178.
Organizational Architects, Inc. (1987).

Grays Harbor Transition Project: Final evaluation report. Redmond, WA: Author. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services) (Comp. No. 84.158C - OSERS File No. 50)

final report / Washington / Grays Harbor Transition Project

This is the final report for the Grays Harbor Transition Project. The Project involved funding a team to assist a consortium of schools to plan and implement a transition program which would meet the service and employment needs of handicapped individuals as they leave school. This monograph describes the project, presents the strategy and evaluation components of the project, and includes products of the project.

179.
Moran, T. Kenneth (1987).

Research and managerial strategies for integrating evaluation research into agency decision making. Evaluation Review, 11(5), 612-630.

program evaluation / research synthesis / program development

This article discusses the strategies employed in integrating evaluation research into the management of an organization. The project employs a combination of qualitative and quantitative research methods to develop information on the processes, procedures, and behavior of the agency. The project is guided by the belief that if evaluation research is to become an integral part of management, the methods and results must be easily understood by the managers. This article also discusses the methodological and managerial problems encountered in integrating evaluation research into the policymaking of new public agencies.

180.
Shadish, William R.; & Epstein, Roberta (1987).

Patterns of program evaluation practice among members of the Evaluation Research Society and Evaluation Network. Evaluation Review, 11(5), 555-590.

program evaluation / Evaluation Research Society / Evaluation Network

Using stratified random sampling of the membership directories of the Evaluation Network and the Evaluation Research Society, a survey was conducted of the practices of program evaluators. Those practices factored into four patterns -- academic evaluation, stakeholder service evaluation, decision-driven evaluation, and outcome evaluation. The patterns were differentially related to such factors as disciplinary background, organizational setting, and evaluation theory.

181.
Ay, Unal; & Yuen, Chi-Yin (1983).

Review and analyses of existing national data on vocational special needs education. University Park, PA: The Pennsylvania State University, Division of Occupational and Vocational Studies. (Sponsoring Agency: American Vocational Association, Special Needs Division)
literature review / data analysis / vocational special needs education

This document contains a list of annotated abstracts concerning cost-benefit analyses, program funding, teacher training, and enrollment of vocational-special needs, i.e., disadvantaged, handicapped and limited English-speaking students in the United States. Information was collected through the search of Dissertation Abstracts International, ERIC, and the U.S. government publication, American Statistical Index (ASI) abstracts.

182.
Curtis, Charles K.; & Shaver, James P. (1987).

Modifying attitudes toward persons with disabilities: A review of reviews. International Journal of Special Education, 2(2), 103-129.

attitudes / research synthesis

Fifteen reviews of primary research pertaining to changing attitudes toward persons with disabilities were located by an extensive literature search. With the primary research report as a model for reporting reviews of research, questions developed from Jackson (1978, 1980) and others were used to critically examine the reviews in terms of their methodological soundness, their contributions to knowledge, and the applicability of their findings. Methodological weaknesses noted in most reviews, and common to narrative reviews of research, seriously weakened the validity of their findings. Suggestions for future reviews in this area are included.

183.
LaCampagne, John; & Cipani, Ennio (1987).

Training adults with mental retardation to pay bills. Mental Retardation, 25(5), 293-303.

independent living / money-management / chaining

The effectiveness of a forward chaining, partial-task training method on the acquisition of bill-paying skills via check writing with four adults with developmental disabilities who attended a day treatment program was assessed. Results indicated that the procedures were effective in training three skill areas of bill paying to high levels of performance. Further, the skills maintained over a two-month follow-up and generalized across novel types of bills. Social validation data obtained through bank personnel and teachers examining pre- and posttreatment checks indicated that the training procedures produced a skill level that would lead to a successful financial transaction.

184.
Heal, Laird W. (1987).

Institutions cost more than community services. American Journal of Mental Deficiency, 92(2), 136-138.

expenditure studies / community integration

In this article, the author comments on Braddock, Hemp, & Fujiura's (1987) [see Entry No. 185] analysis of federal and state budgets and expenditures on the mentally retarded in the U.S.

185.
Braddock, David; Hemp, Richard; & Fujiura, Glenn (1987).

National study of public spending for mental retardation and developmental disabilities. American Journal of Mental Deficiency, 92(2), 121-133.

community integration / policy research / expenditure studies

Results of a nationwide study of public mental retardation/ developmental disabilities (MR/DD) spending in the states during Fiscal Years 1977 through 1986 were summarized. Trends identified included: (a) continuing growth in spending for community services, (b) contraction of total spending for institutional operations, and (c) predominance of ICF/MR support in large (16+ beds) congregate care settings. Periodic replication of the study was recommended, as was additional research to identify the political and economic determinants of state MR/DD spending.

186.
Katski, Mary Ann (1987).

Final evaluation report: The job training and tryout project.
Washington, DC: The George Washington University.
(Comp. No. 84.023G - OSERS File No. 54)

final report / Washington, DC / model programs / Job Training and Tryout Project

This is the final evaluation report for the Job Training and Tryout (JT&T) Project, a three-year model program designed to provide employability skills training, job tryouts, supported job placements, and follow-up services to mildly mentally retarded and severely learning disabled young adults, aged 18-22. Goals, objectives, and accomplishments are described. Tables and appendixes of forms are included.

187.
Katski, Mary Ann; Mendelson, Marsha; Foster, Jenny; Tilson, George; & Neubert, Debra. (1987).

Transitional programming for mildly disabled out of school young adults: An implementation manual. Washington, DC: The George Washington University. (Comp. No. 84.023G - OSERS File No. 54)

Job Training and Tryout Project / program development

This manual was developed to serve a variety of needs. Used in its entirety, the manual provides organizations and/or individuals with a systematic approach to developing a program offering employability skill training, job placement and follow-up support to individuals requiring assistance in obtaining and maintaining a job. In itself each section can serve as a resource. This manual provides a step-by-step approach that enables the reader to implement the JT&T program. Many sections feature "pointers," guidelines developed by the JT&T staff, that increase the effectiveness of the procedures outlined. A case study to illustrate the use of specific procedures is presented in each section.

188.
Katski, Mary Ann, et al. (1987).

Job Training and Tryout employability skills curriculum [DRAFT].
Washington, DC: The George Washington University.
(Comp. No. 84.023G - OSERS File No. 54)

curriculum / Job Training and Tryout Project

The JT&T staff has developed an initial draft of an employability skills curriculum which is currently being field tested with JT&T participants. Topic areas covered in this curriculum include: occupational and self-awareness; job seeking skills; personal, social, and work adjustment skills; effective communication; and decision-making. Participants are also taught methods for exploring and obtaining information from local businesses, community colleges, and vocational training centers. Once revised, program staff plan to advertise the availability of the curriculum at local, state and national conferences.

189.
Sweetland, Richard C.; & Keyser, Daniel J. (Eds.) (1986).

Tests: A comprehensive reference for assessments in psychology, education, and business (2nd Ed.). Kansas City, KS: Test Corporation of America.

testing and measurement / literature review

Tests, a reference guide containing information on thousands of assessment instruments, is designed especially for psychologists, educators, and human resource personnel in need of assessment tests. The purpose of this guide (second edition) is to describe tests in a quick-scanning, easy-to-read format. Tests does not attempt to review or evaluate. Publisher information with phone numbers, plus price of tests, are included, as well as cross references and indexes.

190.
Swiercinsky, Dennis P. (Ed.) (1985).

Testing adults: A reference guide for special psychodiagnostic assessments. Kansas City, KS: Test Corporation of America.

testing and measurement / literature review

The intent of Testing Adults is to provide categories of thinking about adjustment problems and the associated psychological assessment strategies and tests that are appropriate for sharpening clinical skills in dealing with those problems. Description of tests and procedures complement the various assessment processes.

191.
Harrington, Robert G. (Ed.) (1986).

Testing adolescents: A reference guide for comprehensive psychological assessments. Kansas City, KS: Test Corporation of America.

testing and measurement / literature review

The focus of Testing Adolescents is on both formal and informal assessment techniques of adolescents, stressing interviews, behavioral observation, self-reports, peer rating scales, parent rating scales, teacher rating scales, and social skills assessment, all of which represent the multifactored assessment approach necessary in conceptualizing adolescent case referrals. Case studies are provided in each chapter. References and appendix are useful in obtaining additional information on available tests.

192.
Keyser, Daniel J.; & Sweetland, Richard C. (1987).

Test critiques compendium: Reviews of major tests from the test critiques series. Kansas City, KS: Test Corporation of America.

testing and measurement / literature review

This Compendium provides a comprehensive resource of reviews for 60 assessment tests. Author/reviewer indexes, as well as publishers and subject indexes, are included.

193.
Janicki, Matthew P.; Krauss, Marty Wyngaarden; & Seltzer, Marsha Maileck (Eds.) (1988).

Community residences for persons with developmental disabilities: Here to stay. Baltimore, MD: Paul H. Brookes Publishing Co.

residential facilities / program development / evaluation / policy research

This text examines critical issues in the management, operation, and evaluation of community residences for persons with developmental disabilities. The many contributors to this volume have written on the subjects of trends and issues, residential program development and operation, staffing, and safety and design considerations, and present a broad overview of community residences. References, epilog, and index are included.

194.
Taylor, Steven J.; Biklen, Douglas; & Knoll, James (Eds.) (1987).

Community integration for people with severe disabilities. New York: Teachers College Press.

community integration / independent living / social skills

This book provides a comprehensive review of the issues involved in integrating people with severe handicaps into the community. It establishes a theoretically sound policy for noninstitutional living, describes and analyzes a number of innovative community-based services, and presents various strategies for dealing with the behavior and needs of the disabled in community settings. References and indexes are included.

195.
Seltzer, Marsha Maileck; & Krauss, Marty Wyngaarden (1987).

Aging and mental retardation: Extending the continuum. Washington, DC: American Association on Mental Retardation.

aging/aged developmentally disabled (AADD) / residential facilities / human services

This monograph examines one segment of the evolving system of services for persons with mental retardation: specialized residential and day programs for elderly mentally retarded persons. It represents an effort to formulate the types and character of services and programs currently available to older mentally retarded persons as they make the transition from work activities and involvements to those more typical of the nation's senior citizens. Information was gathered from the National Survey of Programs Serving Elderly Mentally Retarded Persons which surveyed mentally retarded persons over 55 years. References and an index are included.

196.
Landesman, Sharon; Vietje, Peter M.; & Begab, Michael J. (1987).

Living environments and mental retardation. Washington, DC: American Association on Mental Retardation.

residential facilities / quality of life / policy research / behavior / living environments

The effects of living environments on the behavior and emotional patterns of people who are mentally retarded and their caretakers are demonstrated in this volume. Researchers present data and analyses of the importance of living environments as these can best be directed toward optimizing the lives of persons with mental retardation and those who provide their social milieu. The book identifies limitations and gaps in current theory and research, and evaluates the research strategies and methods available for study of the transactions between individuals and their physical and social environments. References and indexes are included.

197.
Feis, Gillford E.; & Elliott, Barb (1987).

A planning model for the development of intersector agreements and transitional services: Final report. Hastings, NE: Educational Service Unit #9. (Comp. No. 84.158C - OSERS File No. 37)

final report / Nebraska / interagency cooperation / rural areas

In this final report the purpose of the Educational Service Unit #9 project is described, as well as methodology, and outcomes for various components. The results of the project have significant implications for rural school districts throughout the nation and in the development of a transitional service delivery model. Appendixes are included.

198.
Educational Service Unit #9 (n.d.).

Agency resource guide: A resource guide for students in transition from school to the community and world of work. Hastings, NE: Author. (Comp. No. 84.158C - OSERS File No. 37)

parental involvement / individualized transition plans

The purpose of this handbook is to provide information to help parents and students prepare for the transition from school to the community and world of work. Information about various agencies and organizations to contact is included.

199.
Harnisch, Delwyn L.; Fisher, Adrian T.; Kacmarek, Peter A.; & DeStefano, Lizanne (1987).

Transition literature review: Educational, employment, and independent living outcomes (Vol. 2). Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

literature review / transition / independent living / educational outcomes / employment outcomes

Transition literature review: Educational, employment, and independent living outcomes, Vol. 2, is intended for researchers, policy analysts, and practitioners. It provides a review of documents that focus on education, employment, and independent living outcomes across ten handicapping conditions, including those of students considered to be educationally at risk. Both published and unpublished literature materials have been included in our

examination for review. Systematic information was gathered from each of the selected documents, and a data base system was developed to process all of our review notes. Volume 2 presents a comprehensive review of the 86 articles from Volume 1, plus an additional 90 articles reviewed this year. Future volumes of this annual review will update this data base system and will provide an ongoing annotated bibliography.

200.
Harris, E. Lowell (1987).

Planning and developing cooperative models of transitional services for North Carolina's handicapped youth: Final evaluation report. Raleigh, NC: North Carolina Department of Public Instruction, Division for Exceptional Children. (Comp. No. 84.158C - OSERS File No. 43)

final report / North Carolina / interagency cooperation

This final report describes the planning and implementation of this two-year project to effect statewide improvement in services for handicapped secondary students by assisting local educational and human service agencies to plan cooperatively the transition from school to work and adult life of a handicapped youth. Project accomplishments and evaluation activities are outlined. The appendix contains descriptions of model programs and conference proceedings.

201.
Test, David (1987).

Competitive Employment Through Vocational Experience (CETVE). Final report. Charlotte, NC: University of North Carolina. (Comp. No. 84.158C - OSERS File No. 41)

final report / North Carolina / CETVE

This final report of the CETVE Model states the purpose of the project and outlines the objectives and accomplishments over the two-year grant period. References and appendixes are included.

202.
Turner, Ruth; Quinones, Wm. A.; & Ozmun, Eleanor (1986).

Project IMPACT: End of the project report. October 1, 1984 - September 30, 1986. Dallas, TX: Project IMPACT, Dallas Independent School District. (Comp. No. 84.158B - OSERS File No. 76)

final report / Texas / Project IMPACT

The Project IMPACT final report summarizes activities and products for its two-year grant period by charting the objectives of the project. Changes in original activities are reported and continuing goals are enumerated.

203.
Berkell, Dianne E.; Lapsley, Diana; Fichandler, Cindy; Ufheil, Janet; & Berry, Patrick (n.d.).

Project READDY: Job training manual. Greenvale, NY: Long Island University, Special Education and Reading Department. (Comp. No. 84.023G - OSERS File No. 62)

vocational training / autism / job placement / task analysis

This manual has been designed to provide special educators, adult service delivery providers, and parents with strategies for providing community-based job training to youth with autism and other developmental disabilities. Section I deals with a variety of work sites which have been identified as appropriate training placements. Analyses of job skills and types of jobs available are presented. Section II, the Generic Skills Section, includes analyses of tasks which may be performed at more than one work site. The analyses in both sections have been developed for use at community-based work sites.

204.
Caccamo, James M. (1987).

STEEP SPAN: Secondary Education and Transitional Services for Handicapped Youth. Final report. Independence, MO: School District of Independence. (Comp. No. 84.158C - OSERS File No. 42)

final report / Missouri / STEEP SPAN

This final report for project STEEP SPAN describes the objectives and accomplishments of this transitional program. Recommendations for replication are discussed. Appendixes are included.

205.
School District of Independence (1985).

A parent's guide: Helping the handicapped student make a smooth transition to adult life. Independence, MO: Author. (Comp. No. 84.158C - OSERS File No. 42)

parent involvement / transition

The purpose of this booklet is to give the parent an overview of the successful transition of their handicapped student from school to the world of work and adult living.

206.
Holjes, M. Kay; Nay, Debra J.; & Routon, Vickie L. (1987).

Transition from School to Work: Project funded by the U.S. Department of Education. Final program evaluation report. Durham, NC: Employment Opportunities, Inc. (Comp. No. 84.158C - OSERS File No. 47)

final report / North Carolina / Wake County Transition Project

Objectives, activities, evaluation design, findings, and recommendations are presented in this final report by Employment Opportunities, Inc. Appendixes are included.

207.
Berkell, Dianne (1987).

Project READDY (Real employment alternatives for developmentally disabled youth): Final report. Brookville, NY: Long Island University, C. W. Post Campus, Department of Special Education. (Comp. No. 84.023G - OSERS File No. 62)

final report / New York / Project READDY / autism

Project READDY's final report includes an overview of the project, characteristics of population and environment, evaluation activities, and conclusions and recommendations. Appendixes are included.

208.
Swirsky, Jessica (1987).

Transition of Severely Disabled Youth from School-to-Work: A demonstration model. Human Resources Center. Final report. Albertson, NY: Human Resources Center. (Comp. No. 85.158A - OSERS File No. 29)

final report / New York / School-to-Work Transitional Services Project

This is the final report of the three-year funded School-to-Work Transitional Services Project. An overview of the project is

included with objectives, services and activities, issues, barriers, and conclusions and recommendations. Appendixes are attached.

209.
Flugman, Bert; Goldman, Leo; Katz, David; Lee, Mildred K.; & Lynch, Maureen (1987).

Career related interpersonal skills for special education students: A high school curriculum. New York: City University of New York. Center for Advanced Study in Education (CASE). (Comp. No. 84.078B - OSERS File No. 90)

social skills / special education / curriculum

This guidebook is addressed to special education teachers, counselors, career educators, and others who work with special education students in high school. The book is a resource that educators can use to help special education students improve some of the interpersonal skills that are important in all aspects of living, but especially on the job. The goal of this curriculum guide is to increase the employability of special students - their effectiveness in getting and keeping a job. It focuses on 10 interpersonal skills, one in each chapter, progressing from the simple to the more complex.

210.
Lee, Mildred K.; & Katz, David (1987).

Training parents as career educators of children with handicapping conditions: A manual for parent educators. New York: City University of New York. Center for Advanced Study in Education (CASE). (Comp. No. 84.078B - OSERS File No. 90)

parent involvement / special education / career guidance

The purpose of the manual is to assist parents of special education pupils, particularly pre-adolescents and early adolescents, to help their children with career information, career choices, and eventually transition from school to the "world of work." This resource manual addresses the training needs of a wide variety of parent educators and parent group facilitators. A bibliography and appendix are included.

211.
Repetto, Jeanne B. (Ed.) (1987).

School-to-work transition for handicapped youth: Perspectives on educational and economic trends. Champaign, IL: University of Illinois, Office of Career Development for Special Populations.

competitive employment / vocational education / work environment / special education / interagency cooperation

This monograph documents the papers presented at the Second and Third Annual Forums of the Interdisciplinary Leadership Preparation Program (INT) at the University of Illinois, a project funded through OSERS to train professionals to facilitate adoption and use of improved practices in the area of unemployment and school-to-work transition for handicapped youth. These forums focused on employment trends and issues, their impact on populations with disabilities, and a review of current theories of transition and how they relate to what is actually taking place in the field. Seven of the 8 papers are supplemented with a commentary by INT graduate students. These statements note the significant points of each paper and offer supplementary perspectives on selected issues. References are included.

212.
Mischio, George; & Dalke, Connie (1987).

Project ASSIST - a demonstration project (Adult Services Supporting Instructional Survival Tactics): Final report. Whitewater, WI: University of Wisconsin-Whitewater. (Comp. No. 84.078C - OSERS File No. 105)

final report / Wisconsin / post-secondary education / Project ASSIST

This final report for Project ASSIST, a two-year, model demonstration program for college students with learning disabilities, outlines the goals and objectives of the project, and discusses and evaluates the goals from the perspective of the four major project components: (a) administration, (b) demonstration, (c) dissemination, and (d) evaluation. Recommendations for future projects and directions for additonal research and practice are also made. Appendixes are included.

213.
Flugman, Bert; & Perin, Dolores (1987).

Redirecting vocational training to the community college: A purchasable option for mildly handicapped consumers: Final report. New York: City University of New York, the Graduate School and University Center, Center for Advanced Study in Education, Institute for Research and Development in Occupational Education. (Comp. No. 84.078B - OSERS File No. 90)

final report / New York / post-secondary education / vocational training

The final report for this three-year demonstration project presents a project summary, accompanied by case studies of success and failure, program evaluation for each of the three years, and curricula for skills instruction. Appendixes are included.

214.
Stephens, Robin; & Haley, Pat (1987).

Final report: Employability Support Network of Disabled Youth. Portland, OR: Oregon Health Sciences University, Crippled Children's Division. (Comp. No. 84.023D - OSERS File No. 14)

final report / Oregon / support groups / Employability Support Network of Disabled Youth

The Employability Support Network's final report overviews the project and describes initial barriers encountered when attempting their first goal of creating an advisory committee. The second goal of adapting and developing curricula was the basis for an extensive library and development of a bibliography which is included. Another objective was to publish a replication handbook, telling others how to set up support groups in this region, as well as describing activities for these groups. The first handbook, The empowerment dynamic: Synergistic activities for support groups is included (see also separate entry #105 in vol. 2, Annotated bibliography on transition from school to work), as well as appendixes.

215.
Quarles, A. Geneva (1987).

Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth: Final evaluation report. Richmond, VA: Children's Hospital. (Comp. No. 84.158C - OSERS File No. 44)

final report / Virginia / physically handicapped / multiple handicaps / career guidance

This final report of the Career Development Department at Children's Hospital describes the project's purpose of providing vocationally oriented rehabilitation and educational services needed by youth with severe physical disabilities, outlines the objectives of the project, project slippages, and the evaluation process. Attachments are extensive and include brochures, packets, correspondence, forms, and a bibliography.

216.
Nakao, Gary; & Behle, Susan S. (1987).

The Utah Transition Planning and Employment Project: Final report. Salt Lake City, UT: Utah State Department of Social Services, Division of Services to the Handicapped. (Comp. No. 84.158C - OSERS File No. 36)

final report / Utah / interagency cooperation

The Utah Transition Planning and Employment Project's final report discusses the critical involvement of adult service agencies in the transition planning process in the state. Accomplishments and slippages are noted, as well as demographics, evaluation, and outcomes. Appendixes include forms used, meeting agendas, agreements, and other documents.

217.
Michaels, Craig (1987).

Assimilating the learning disabled into a community college environment. Human Services Center. Final report. Albertson, NY: Human Resources Center. (Comp. No. 84.078B - OSERS File No. 85)

final report / New York / learning disabilities / post-secondary education / interagency cooperation

A holistic service model to support students with learning disabilities transitioning from high school to a community college setting is described in this final report. The overall success of this project was due to the establishment of interagency networking and collaboration. Accomplishments, slippages, demographics, outcome evaluation, dissemination activities, and conclusions/recommendations are all outlined. Appendixes of activities, articles, and program descriptions are included.

218.
Donnellan, Anne M.; & Greunewald, Lee J. (1987).

Final report: A non-sheltered community-based vocational training model for students with severe behavior disorders. Madison, WI: University of Wisconsin; and Madison Metropolitan School District. (Comp. No. 84.023D - OSERS File No. 18)

final report / Wisconsin / social skills

The final report for this vocational training model project emphasized strategies related to the provision of non-aversive, socially acceptable behavior management and social skills programs

to severely behavior-disordered adolescents and adults. Objectives and accomplishments are outlined as well as dissemination and evaluation activities. Appendixes are catalogued separately as project products in the following 5 entries (Nos. 219, 220, 221, 222, and 223).

219.
Brown, Lou; Rogan, Patty; Shiraga, Betsy; Albright, Kathy Zanella; Kessler, Kim; Bryson, Fred; VanDeventer, Pat; & Loomis, Ruth (1987).

A vocational follow up evaluation of the 1984-1986 Madison Metropolitan School District graduates with severe intellectual disabilities [Draft]. Madison, WI: University of Wisconsin and Madison Metropolitan School District. (Comp. No. 84.023D - OSERS File No. 18)

follow-up studies / Wisconsin / community integration / transition

Information is presented pertaining to the postschool vocational functioning of 32 1984-85-86 graduates of the Madison Metropolitan School District who were considered severely intellectually disabled and who lived in Dane County, Wisconsin.

220.
Donnellan, Anne M.; & Negri-Shoultz, Nan (1986).

A review and evaluation of interventions implemented by Faribault State Hospital for selected class members in Welsch v. Levine. Madison, WI: University of Wisconsin. (Comp. No. 84.023D - OSERS File No. 18)

program evaluation / Faribault State Hospital / Wisconsin

This report is a review of the experience of three residents of Faribault State Hospital (FSH). All three are class members of the Welsch v. Levine Consent Decree. The review included a brief visit with the clients as well as relevant staff; however, most of the information contained in this report was gleaned from over 1,200 pages of FSH and other reports and evaluations of these class members. In order to orient the reader to their history, summary tables are provided on the habilitation programs as well as behavioral, chemical, mechanical and physical restraint procedures utilized with these individuals over the years. These are presented in Tables A-1, A-2 and A-3. It should be noted that these tables have sizeable gaps of missing entries. It can be inferred that this information was either not available for review or undocumented. Critical aspects of programming and treatment are delineated with descriptions in each category coming directly from all available reports.

221.
Donnellan, Anne M.; Lavigna, Gary W.; Negri-Shoultz, Nanette; & Fassbender, Lynette (in press).

Progress without punishment. New York: Teachers College Press. (Comp. No. 84.023D - OSERS File No. 18)

Wisconsin / behavior identification / behavior modification / non-aversive procedures

This manual describes a non-aversive technology within a format useful to individuals who have "hands on" responsibility for learners who may exhibit serious behavioral challenges. Basic principles regarding behavior technology, use of prompts, and data collection are discussed. References are included.

222.
Donnellan, Anne M.; Kosovac, Linda; & Clark, Marsha J. (in press).

Mediating behavior challenges presented by individuals with dual sensory impairments [pre-publication copy]. The Association for Persons with Severe Handicaps. (Comp. No. 84.023D - OSERS File No. 18)

behavior modification / non-aversive procedures / behavioral analysis

This module provides a format for introducing behavior management techniques based on assessment information and positive programming strategies for individuals with dual sensory impairments and/or other severe multiple impairments. Information on and strategies for understanding the communicative functions of aberrant behavior are provided to assist parents, teachers, related service personnel (e.g., occupational therapists, physical therapists, speech and language therapists, psychologists), vocational supervisors and direct care personnel. Legal and ethical considerations regarding the use of aversives are discussed, emphasizing the advantages of using nonaversive strategies. The importance of assessing behaviors in terms of communicative intent, programming, motivational and environmental factors are presented, followed by positive programming strategies and basic behavior technology definitions and examples.

223.
Harnisch, Delwyn L.; Fisher, Adrian T.; & Carroll, Chuck (1988, February).

Analysis of seven behavioral domains of independent living. Paper presented at the American Council on Rural Special Education Annual Conference, Monterey, CA.

independent living / rural areas / behavior analysis

To formulate a better understanding of independent living, a definition has been derived to cover various aspects of one's life by identifying a number of critical domains to life where the person has to have skills, or will face various challenges from the external environment. In this study, analysis of these seven domains has been made in order to derive scales to be used to differentiate between groups with special handicaps and between those with and without handicaps. This facilitates the identification of those areas of special needs that can be best addressed within the education framework, and thus assist in overcoming the most pressing difficulties which restrict the growth of true independence of those who have disabilities. Results of the study are discussed in rural and non-rural schools contexts.

224.
Alemi, Farrokh (1987).

Subjective and objective methods of evaluating social programs. Evaluation Review, 11(6), 765-774.

program evaluation / human services

A practical problem in evaluation studies with limited resources is that all methodologies cannot be tried. Thus the evaluator must decide what questions must be answered and then choose which method would best provide the answers. The choice, however, is not simple. It involves several different trade-offs. These trade-offs are articulated through a discussion of the differences between (a) Bayesian and traditional statistics, (b) decision and cost benefit analysis, and (c) anthropological and traditional case studies. The intent of the article is to make evaluators sensitive to the implicit trade-offs associated with choosing a subjective or an objective method.

225.
Dalke, Connie (1987).

Project ASSIST program guide. Whitewater, WI: University of Wisconsin. (Comp. No. 84.078C - OSERS File No. 105)

Project ASSIST / Wisconsin / learning disabilities / post-secondary education

This Project ASSIST Program Guide describes the project's inception, rationale, program administration, the direct student services offered to college learning disabled students, and project evaluation. A bibliography and appendixes are included.

226.
Project ASSIST (1987).

Yes we can! [Videocassette]. Whitewater, WI: University of Wisconsin-Whitewater. Department of Special Education. (Comp. No. 84.078C - OSERS File No. 105)

Project ASSIST / video production / Wisconsin / learning disabilities / post-secondary education

This 25-minute color videotape (VHS) from Project ASSIST features seven students in this transition program at Whitewater. A moderator leads the discussion about issues, problems, and successes of learning disabled college students. Most of the participants emphasized time management, organizational skills, patience, persistence and determination, and social life as being important in succeeding in college.

227.
Easterday, Joseph R. (1987).

An analysis of occupational requirements relative to the employment of severely handicapped individuals (Working Paper #87-3). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (Comp. No. 84.158A - OSERS File no. 26)

Indiana / Project COMPETE / job analysis / job placement

This working paper is a product of Project COMPETE, whose purpose is to develop and validate a model that applies the results of previous research and exemplary practices to developing a training sequence to assist retarded youth in making the transition from school to employment in a competitve environment. This study examined the communication, critical academic skill, and machine/tool use requirements reported by employers for 104 selected entry-level jobs in a midwestern city of approximately 30,000 residents. The jobs subjected to analysis were representative of six occupational clusters identified on the basis of a labor market trend analysis, their potential for initial access and employment stability for moderately mentally retarded workers, and structured interviews with employers. Analysis of the data indicates that a large percentage of entry level jobs may require minimal communications skills, and no critical academic skills or basic applications of academic skills. The general process by which the study was conducted and a discussion of the programming implications are presented.

228.
Dever, Richard B. (1987).

A national survey on the taxonomy of community living skills (Working Paper #87-4). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (Comp. No. 84.158A - OSERS File No. 26)

Project COMPETE / social skills / community integration / curriculum

This working paper is a product of Project COMPETE, whose purpose is to develop and validate a model that applies the results of previous research and exemplary practices to developing a training sequence to assist retarded youth in making the transition from school to employment in a competitve environment. This paper discusses the Taxonomy of Community Living Skills, an organized statement of instructional goals that curriculum developers can use as benchmarks toward which to aim their curricula. The taxonomy was developed by the author over a six-year-period and is designed to provide a comprehensive, clear, and rational statement of the end points of instruction for retarded persons.

229.
Easterday, Joseph R.; Dever, Richard B.; & Sitlington, Patricia L. (1987).

Evaluating work performance by severely handicapped students in work experience settings (Working Paper #87-5). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (Comp. No. 84.158A - OSERS File No. 26)

Project COMPETE / Indiana / vocational evaluation / employer involvement

The purpose of this monograph is to present a set of evaluation instruments for student/clients in community work experience settings. They have been field tested and refined in community work experience settings and are presented here as an evaluation packet. It contains five evaluative instruments: (a) Critical Functions Profile, (b) Employer Concern Form, (c) Employer Rating Scale of Worker Performance, (d) Work Performance Profile, and (e) Yearly Exploration Summary form.

230.
Brown, Cynthia G. (1987).

Annual performance and financial reports: Developing Cooperative State Models to Meet the Transition Needs of Disabled Youth: An interagency approach. Washington, DC: Council of Chief State School Officers. (Comp. No. 84.158C - OSERS File No. 52)

final report / interagency cooperation / program development

The purpose of the CCSSO Resource Center project was to assist five states in the development and dissemination of state-level interagency model programs addressing barriers to smooth transitions from school to postsecondary environments for disabled students. This final report documents project objectives, accomplishments, and an evaluation of outcomes. Appendixes and financial status report are included.

231.
Dever, Richard B. (1987).

A survey of parental perceptions of work training for their severely handicapped children (Working Paper #87-6). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (Comp. No. 84.158A - OSERS File No. 26)

parent involvement / attitudes / vocational training / Project COMPETE

The Project COMPETE staff developed and distributed an employability survey to parents of school-aged handicapped children in public school programs in Bartholomew County, IN. Data analysis is discussed. Conclusions include parents' lack of information about available options and parents' desire to have their children receive vocational as well as academic training. Recommendations made by Project COMPETE staff discuss parent information and educational programs on transition.

232.
Norman, Michael E. (1987).

Transition Improvement Planning Project (TIP): Final report. Frankfort, KY: University of Kentucky, Interdisciplinary Human Development Institute; and the Kentucky Department of Education, Office of Education for Exceptional Children. (Comp. No. 84.158C - OSERS File No. 48)

final report / Kentucky / Transition Improvement Planning Project (TIP) / interagency cooperation

The purpose of the Transition Improvement Planning Project was to create a statewide initiative to improve programs and services preparing youth with handicaps for transition from school to community living and employment through cooperative interagency planning at the state and local levels. The final report on Project TIP provides (a) a summary performance report of the project, including a discussion of original purpose, project accomplishments and objectives, (b) a notation on project slippages, (c) a presentation of characteristics of the client population served, (d) a discussion of evaluation activities and project products developed, and (e) conclusions and recommendations. Appendixes are included.

233.
Wehman, Paul (1987).

Final report: Secondary Education and Transitional Services Project. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research & Training Center. (Comp. No. 84.158A - OSERS File No. 32)

final report / Virginia / supported work / Education to Employment Project

The purpose of the Education to Employment project was to demonstrate competitive employment for transition-aged youth with mental retardation. A supported work approach was used. The final report for the project contains an overview of the three-year project, description of project methods, population served, placement outcomes, transition planning procedures, model transition plans, local interagency agreements, and the dissemination and impact of the project.

234.
Nisbet, Jan (1987).

Final evaluation report: Post-secondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults. Syracuse, NY: Syracuse University, Division of Special Education and Rehabilitation. (Comp. No. 84.023G - OSERS File No. 64)

final report / New York / Post-secondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults / vocational training

The Post-secondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults Project was designed to develop, validate, and disseminate systems change and curricula strategies in order to deliver effective services to

severely handicapped post-secondary-age young adults. These services and training components would prepare these learners for maximum participation in community-based competitive employment sites, through instruction in criterion-routines and in "best exemplar" and/or general case training environments. The final report on the project presents, through a series of substantive appendixes, summaries of project issues, objectives, accomplishments, and slippages for the three-year grant period.

235.
Michaels, Craig A.; Thaler, Richard; Gioglio, Margaret; Zwerlein, Rayna; & Apostoli, Beth (1987).

From high school to college: Keys to success for students with learning disabilities. Strategies to facilitate transition for college, high school and rehabilitation professionals. Albertson, NY: Human Resources Center. (Comp. No. 84.078B - OSERS File No. 85)

learning disabilities / post-secondary education / interagency cooperation / personnel preparation

This manual presents the strategies and techniques developed in this model project which facilitates the transition of students with learning disabilities from high school into community college. Guidelines are presented for replicating similar types of transitional support services. References are included.

236.
Michaels, Craig A.; Thaler, Richard; Gioglio, Margaret; Zwerlein, Rayna; & Apostoli, Beth (1987).

How to succeed in college: A handbook for students with learning disabilities. Albertson, NY: Human Resources Center. (Comp. No. 84.078B - OSERS File No. 85)

New York / learning disabilities / post-secondary education

This workbook was designed to meet the specific transitional needs of high school with learning disabilities as identified in the Human Resources Center three-year project. It can be used by students with learning disabilities who are contemplating or about to enter college and will help them in choosing an appropriate college and in learning more about themselves.

237.
North Carolina Department of Public Instruction, Division for Exceptional Children; & Mid-South Regional Resource Center, University of Kentucky (1986).

Proceedings and resource guide: Leadership training for transition planning. Raleigh, NC: Author. (Comp. No. 84.158C - OSERS File No. 43)

interagency cooperation / North Carolina / personnel preparation

This document serves as the final report on the "Leadership Training for Transition Planning" conference held in 1986 in Raleigh. The conference goal was to prepare participants to accept joint responsibility for leadership for school-to-work transition services for youth with disabilities. Objectives included increasing awareness of priority issues associated with school-to-work transition, encouraging joint planning for transition services, and providing information useful in the participants' respective jobs or roles.

238.
North Carolina Department of Public Instruction, Division for Exceptional Children (1987).

Program models with exemplary components. Raleigh, NC: Author. (Comp. No. 84.158C - OSERS File No. 43)

interagency cooperation / transition / model programs / North Carolina

This publication presents programs of interagency transitional programming and planning for exceptional students exiting public schools in North Carolina. It is designed to provide ideas, explore new areas, chart new directions, and describe innovations in providing transitional services. The purpose is to disseminate information on successful programs in the state and encourage visitation between local school administrative units. This is not a complete listing of all programs in the state. This publication also contains a description of seven projects in other states funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, and one project funded by Richmond Public Schools.

239.
North Carolina Department of Public Instruction, Division for Exceptional Children (1987).

Transition from school to adult life: A handbook for service providers. Raleigh, NC: Author. (Comp. No. 84.158C - OSERS File No. 43)

human services / interagency cooperation / community integration

The purpose of this handbook is to provide assistance to school and adult services personnel in planning for the transition to adult life of all exceptional students regardless of the level of services they may require. A model is presented which conceptualizes the movement through various levels and highlights the period of transition between school and adult settings. Planning for and providing transition services are discussed. A bibliography and appendixes are included.

240.
North Carolina Department of Public Instruction, Division for Exceptional Children (1987).

Transition and students with exceptionalities: A training manual. Raleigh, NC: Author. (Comp. No. 84.158C - OSERS File No. 43)

individualized transition plans / parent involvement / curriculum / leisure skills

This training manual consists of modules developed to assist in (a) parent training, (b) communication with students and parents, (c) transition planning, (d) curriculum development, (e) competitive employment, (f) networking, and (g) recreation and leisure activities. Appendixes include articles on adult learners, ice breaker activities, and instructor and course evaluation forms.

241.
Polsgrove, Lewis; Dever, Richard; Sitlington, Patricia; & Easterday, Joe (1987).

Project COMPETE: Center for Innovation in Teaching the Handicapped. Final report. Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped. (Comp. No. 84.158A - OSERS File No. 26)

final report / Indiana / interagency cooperation / vocational training / Project COMPETE

This final report reflects the success of Project COMPETE (Community-based Model for Public School Exit & Transition to Employment) to develop cooperative programs between community agencies to provide work training in the most competitive environment possible to severely handicapped youth, ages 16-22 years. Objectives of the project are reviewed, demographics are given, evaluation activities are described, and a summary statement concludes the report.

242.
Crawford, Dorothy; Crawford, Robert; & Faas, Larry A. (1987).

Project MEAL (Model for Employment and Adult Living): Final report and replication model. Phoenix, AZ: Research and Development Training Institutes, Inc. (Comp. No. 84.158C - OSERS File No. 51)

Project MEAL / final report / Arizona / learning disabilities

The final report for the Project MEAL (Model for Employment and Adult Living) model describes a program for post-high school preparation of the unemployed, learning disabled, young adult population for sustained employment. Strategies of assessment, tutoring, job development, and tracking are outlined, as well as problems encountered during project implementation. Evaluation of project effectiveness and references conclude the report.

243.
Menchetti, Bruce Michael (1987).

An analysis of select psychometric properties of the Vocational Assessment and Curriculum Guide. Unpublished doctoral dissertation. University of Illinois, Urbana, IL.

social skills / Vocational Assessment and Curriculum Guide (VACG) / vocational evaluation

This study examined several psychometric properties of a behavior rating scale designed to measure the social and vocational skills of persons who are disabled. The draft of the Vocational Assessment and Curriculum Guide (VACG) used in this study employed a first person assessment procedure typical of adaptive behavior measurement. Major findings of this study suggested that the VACG was a reliable and valid assessment instrument and can be a useful tool in the vocational evaluation of persons who are disabled.

244.
Wegmann, Robert; & Chapman, Robert (1987).

The right place at the right time: Finding a job in the new economy. Berkeley, CA: Ten Speed Press.

job analysis / job placement / career guidance

This book demonstrates that occupational choice and job search skills can and should be consciously learned and taught. The purpose of this book is to share research findings and practical experience which can facilitate helping an adult make effective career decisions.

245.
U.S. Department of Education. Office of Educational Research and Improvement. (1987).

Dealing with dropouts: The urban superintendent's call to action. Washington, DC: Author.

dropouts / secondary education

This handbook presents the urban superintendent's blueprint to develop more productive citizens and keep more youngsters in school until high school graduation. The superintendent plans to form six action groups to address various aspects of the dropout problem and to share information about model programs. Six strategies, which have been used in some of the country's largest urban school districts, are outlined and recommended to lower the dropout rate. References are included.

246.
Everson, Jane M.; Barcus, Mike; Moon, M. Sherril; & Morton, M. V. (Eds.) (1987).

Achieving outcomes: A guide to interagency training in transition and supported employment. Richmond, VA: Project Transition into Employment (TIE), Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University. (Comp. No. 84.158A - OSERS File No. 32)

interagency cooperation / personnel preparation/ Project TIE / human services / parent involvement / vocational training.

The purpose of this manual is to present a "train the trainer" approach to cross-agency and cross-disciplinary inservice training in the areas of transition and supported employment. It is intended for use by staff trainers who are confronted with the need to train project staff and parents from a variety of backgrounds. Goals and objectives for trainers are outlined with activities and materials presented only as samples, to be modified and expanded in relation to training styles and needs of trainees.

247.
Hursh, Norman C.; & Kerns, Allen F. (1988).

Vocational evaluation in special education. Boston, MA: Little, Brown & Co.

vocational evaluation / special education / vocational rehabilitation

The purpose of this book is to detail how vocational evaluation may be used effectively by both educators and vocational rehabilitation professionals in working with disabled students to identify relevant skills, develop career oriented educational activity, promote effective transition from school to work, and maximize vocational potential needed to link the special-needs student with the world of work. The text is divided into three sections. The first section provides a historical understanding of the growth, direction, and present emphasis of education and vocational rehabilitation of disabled individuals. The second section identified the vocational evaluation process with special-needs students and assists the reader in understanding how to use the varied vocational evaluation tools, tests, techniques, and activities. The third section includes chapters identifying vocational evaluation emphasis with specific disabilities in order to demonstrate differences in evaluation emphasis and application. References and appendixes are included.

248.
Lam, Chow Shing (1985).

A program evaluation study on employment services for developmentally disabled adults comparing a sheltered workshop program with a supported work program (Doctoral dissertation, University of Wisconsin-Madison, 1985). Dissertation Abstracts International, 47(2), 515-A.

program evaluation / sheltered workshops / supported work

The purpose of this study was to compare program effectiveness, client job satisfaction, and client comparability of sheltered work programs and supported work programs. Results are discussed, and recommendations for future research are made. References and appendixes are included in this doctoral thesis.

249.
San Diego County Supported Employment Task Force (n.d.).

Transition of individuals with developmental disabilities from school to adult services: A procedural handbook for parents and teachers [Draft]. El Cajon, CA: Grossmont Union High School District. (Comp. No. 84.086M - OSERS File No. 140)

community integration / independent living / parent involvement

The purpose of this handbook is to acquaint parents and teachers with the variety of adult support services available to individuals with developmental disabilities and to provide information that will assist them in planning and preparing their students for movement from public school.

250.
Grossmont Union High School District (n.d.).

Procedural handbook for implementation of special education vocational delivery system [Draft]. El Cajon, CA: Author. (Comp. No. 84.086M - OSERS File No. 140)

special education / vocational education / California / individualized education program (IEP)

This procedural handbook gives an overview of the vocational education delivery system in special education programs at Grossmont Union High School District. Career education is an integral part of basic academic courses in the curriculum. Information contained in this manual on specialized vocational education courses, activities, and resources are grouped by (a) what may be taught by the classroom teacher, (b) what work activities may be performed outside the classroom, and (c) what services related to vocational preparation may be provided to the teacher, student, and parent.

251.
Everson, Jane M.; & Moon, M. Sherril (1987).

Transition services for young adults with severe disabilities: Defining professional and parental roles and responsibilities. Journal of the Association for Persons with Severe Handicaps, 12(2), 87-95.

parent involvement / interagency cooperation / individualized transition plans / vocational education / special needs personnel

As transition planning and implementation procedures evolve across the country, professionals and parents are struggling with the roles and responsibilities they need to assume to ensure meaningful adult outcomes for young adults with disabilities. This article outlines "optimal" roles and responsibilities and discusses these roles in interagency and transdisciplinary teams.

252.
Agran, Martin; Salzberg, Charles L.; & Stowitschek, Joseph J. (1987).

An analysis of the effects of a social skills training program using self-instructions on the acquisition and generalization of two social behaviors in a work setting. Journal of the Association for Persons with Severe Handicaps, 12(2), 131-139.

social skills / work environment / self-control training

This investigation examines the effects of a social skills training program using self-instructions in facilitating the acquisition and generalization of two social behaviors in a work setting. Specifically, this study examined the effects of the training package in increasing the percentages of initiations with a supervisor when employees ran out of work materials and/or needed assistance. The results indicated that the training effectively increased the percentages of occurrence in one or both of the target behaviors for all five participants. Furthermore, the training resulted in generalized responding across settings for all participants and maintained for up to 13 weeks. These results suggest the feasibility of a social skills training package using self-instructions to help persons with moderate and severe handicaps acquire, maintain, and generalize social behaviors in a work setting.

253.
Martin, James E.; & Husch, James V. (1987).

School-based vocational programs and labor laws. Journal of the Association for Persons with Severe Handicaps, 12(2), 140-144.

vocational education / income / legal rights / U.S. Fair Labor Standards Act (FLSA)

Vocational programs have become an important part of the educational curriculum for students with moderate to severe handicapping conditions. Community-based instruction beginning at the elementary level and emphasis upon placement during the latter school years have created a need for school staff to better understand labor rules and regulations. This article reviews the rules and regulations of the U.S. Fair Labor Standards Act in relation to school-based vocational programs and emphasizes the payment of wages across different training and placement options.

254.
Heal, Laird W.; Haney, Janell I.; & Amado, Angela R. Novak (Eds.) (1988).

Integration of developmentally disabled individuals into the community (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Company.

community integration / deinstitutionalization / residential facilities / federal legislation / cost-effectiveness

The purpose of this second edition is to summarize the empirical, ideological, and legal scholarship that has been devoted to the integration of developmentally disabled citizens into the mainstream of American life. This volume documents trends that

are shaping events in the field of developmental disabilities. The authors provide valuable insights into the controversies generated by the changes now taking place and analyze the latest research findings with an eye toward identifying the current state of knowledge, recommending directions for further investigation. Extensive references are included.

255.
Campbell, Philippa H. (1987).

The integrated programming team: An approach for coordinating professionals of various disciplines in programs for students with severe and multiple handicaps. Journal of the Association for Persons with Severe Handicaps, 12(2), 107-116.

parent involvement / interagency cooperation / program development / individualized education program (IEP)

Historically, several different team structures have been used to provide assessment and programming by various disciplines in educational settings. Student goals are established on the basis of isolated assessments by each team member with remedial programming provided through either direct (hands-on) or indirect (consultative) services. This article describes an alternate approach to team programming that uses parents and professionals to select unified programming goals, provide direct and indirect related services, integrate programming methods, and monitor student progress. Program philosophy and overall functional assessment-curriculum organizes team members and guides implementation within various educational structures serving students with severe disabilities.

256.
Stufflebeam, Daniel L. (1974).

Meta-evaluation (Occasional Paper Series, Paper #3). Kalamazoo, MI: Western Michigan University, College of Education, Evaluation Center.

meta-analysis / program evaluation

This monograph addresses meta-evaluation issues, including developing evaluation systems and assessing the work of such systems, designing and conducting evaluation studies, training graduate students and practitioners to conduct evaluation work, and critiquing many evaluation designs and reports.

257.
Tompkins-McGill, Patricia (1988).

Final evaluation report: Service Demonstration Models: A Continuum of Coordinated Transition Services for the Developmentally Disabled in a Large Rural Area. Los Alamos, NM: Las Cumbres Learning Services, Inc. (Comp. No. 84.158A - OSERS File No. 28)

final report / rural areas / New Mexico / community integration / vocational evaluation

The final report for this three-year funded project outlines project objectives, discusses accomplishments, milestones and slippages, and describes client demographics, outcome measures, and quantifiable data. Appendixes include a client handbook and curricula on various topics for the developmentally disabled.

258.
Stodden, Robert A.; & Browder, Phyllis Meighen (1987).

The Hawaii Transition Report: Final evaluation report. Honolulu, HI: University of Hawaii at Manoa, The Hawaii Transition Project, College of Education, Department of Special Education. (Comp. No. 84.158A - OSERS File No. 25)

final report / Hawaii / vocational training / interagency cooperation / individualized transition plans

This final report of the Hawaii Transition Project offers an overview of the project, demographics, evaluation and dissemination activities, products developed, conclusions, and recommendations. Appendixes are included.

259.
Hardman, Michael L.; McDonnell, John; Hightower, Julia; & Berg, Loydene (1987).

The Utah Community-Based Transition Project for Youths with Severe Handicaps: Final report. Salt Lake City, UT: University of Utah, Department of Special Education. (Comp. No. 84.023D - OSERS File No. 16)

final report / Utah / community integration / individualized education program (IEP) / secondary education

The stated purpose of The Utah Community-Based Transition Project for Youths with Severe Handicaps (UCBT) is to prepare adequately severely handicapped youths for employment opportunities through direct work experiences in community settings as a component of

their IEP in the public schools. The model has three primary components: (a) a high school model that references instruction to the home, school, and community environment; (b) a vocational preparation curriculum focusing on integrated employment during the adult years; and (c) a systematic transition planning system. This final report outlines this three-year project and summarizes the project's impact. References are included as well as the following list of attachments:

The Utah Community-based Transition Project Vocational Preparation and Transition Planning Manual.
UCBT Implementation Checklist
Program Handbook for Teacher Education Candidates in the Area of Moderate to Severe Mental Retardation
Competencies for Teacher Training Program in Moderate to Severe Handicaps
Selected Course Syllabi for Teacher Training Program
UCBT Model Implementation Questionnaire
UCBT Implementation Feasibility Summary

260.
Bernthal, John; Leuenberger, Jan; & Morris, Mary Jane (1987).

Postsecondary Model for Learning Disabilities (PS IM LD): Final report. Lincoln, NE: University of Nebraska, Department of Special Education and Communication Disorders. (Comp. No. 84.078B - OSERS File No. 89)

final report / Nebraska / learning disabilities / post-secondary education

The Postsecondary Intervention Model for Learning Disabilities (PS IM LD) was designed to extend the continuum of special support services for learning disabled individuals into higher education. A visible program with personnel specializing in language and learning disabilities was integrated into the existing network of campus resources for student services at the University of Nebraska in Lincoln. It provided the only program in the State of Nebraska for the language-learning disabled (LLD) population that specifically addressed the issues of promoting an accepting and supportive climate, increasing awareness of service availability, documenting the incidence of LLD students, and providing adapted education alternatives. This final report outlines project accomplishments and products and discusses the demographics, evaluation, verification, and adapted educational activities, as well as dissemination and replication activities. Subsequent entries (Entry Nos. 261-266) describe project products.

261.
Egly, Nancy J.; Leuenberger, Janice E.; Morris, Mary J.; Friedman, Brenda G.; & Geis, Julie M. (1985 & 1987).

Self-advocacy and assertiveness for the learning disabled college student (Study Manual #4); How to use self-advocacy skills (Study Manual #4, Part II; & Videocassette). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (Comp. No. 84.078B - OSERS File No. 89)

advocacy / Nebraska / assertiveness / learning disabilities

These two parts of Study Manual #4 from PS IM LD along with the related videocassette help illustrate positive use of assertiveness and self-advocacy for the learning disabled student.

262.
Egly, Nancy J.; Geis, Julie M.; Leuenberger, Janice E.; & Morris, Mary J. (1987).

Career development for persons with learning disabilities (Study Manual #5). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (Comp. No. 84.078B - OSERS File No. 89)

career guidance / learning disabilities / Nebraska / post-secondary education

This manual focuses on the initial stage of career development for learning disabled students and distinguishes important considerations in career exploration for learning disabled vs. other college students. References are included.

263.
Geis, Julie; Leuenberger, Jan; Menefee, Kevin; & Morris, Mary (1986).

Student handbook. Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (Comp No. 84.078B - OSERS File No. 89)

Nebraska / learning disabilities / Postsecondary Intervention Model for Learning Disabilities

This handbook introduces the prospective learning disabled student to the Postsecondary Intervention Model for Learning Disabilities (PS IM LD), its support services, and to the University of Nebraska-Lincoln.

264.
Friedman, Brenda G.; Leuenberger, Janice E.; & Morris, Mary J. (1985).

Word study: A problem-solving strategy for reading comprehension (Study Manual #2). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (Comp. No. 84.078B - OSERS File No. 89)

learning disabilities / reading cmprehension / word study / Nebraska

PS IM LD has prepared information regarding the use, the meaning, and the structure of words, the building blocks of all language. Section I of this manual draws students' attention to the expedient use of authors' contextual information to promote accurate and efficient reading comprehension. Sections II and III deal, respectively, with sound-symbol and with structural cues to aid word identification. Taken together, the sections are intended to aid the LLD student and the project tutor in their common effort to adopt a more comfortable and effective reading style.

265.
Friedman, Brenda G.; Leuenberger, Janice E.; & Morris, Mary J. (1985).

Writing: The research paper (Study Manual #3). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (Comp. No. 84.078B - OSERS File No. 89)

learning disabilities / research paper writing / Nebraska

PS IM LD has prepared this manual to help learning disabled students master this key academic task of research paper writing. This manual discusses in depth the processes involved and suggests appropriate resources at the end for further study.

266.
Friedman, Brenda G.; Leuenberger, Janice E.; & Morris, Mary J. (1985).

Test preparation and test taking techniques (Study Manual #1). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (Comp. No. 84.078B - OSERS File No. 89)

learning disabilities / post-secondary education / test taking skills / Nebraska

This study manual provides the learning disabled college student with more efficient ways of adapting commonly accepted learning techniques to his/her unique learning situation. Attention is directed to the student's choices and activities before, during, and after a testing situation.

267.
ERIC/OSEP Special Project on Interagency Information Dissemination. ERIC Clearinghouse on Handicapped and Gifted Children. Council for Exceptional Children. (1987).

Master directory: Research projects currently funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Reston, VA: Author.

directories / Office of Special Education and Rehabilitative Services (OSERS)

This directory provides basic information on all research projects currently funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. The projects included here are the field-initiated and student-initiated grants, most of the directed competitions, and the secondary transition and technology grants.

268.
Amarillo College. ACcess Division. ACcessibility Services (Producer) (1987).

Introduction to Project T.A.P.S. [Videocassette]. Amarillo, TX: Producer. (Comp. No. 84.078C - OSERS File No. 167)

Project TAPS / Texas / learning disabilities / post-secondary education

This video explains what Amarillo College's ACcess Division and ACcessibility Services are doing to help students with learning disabilities transition into college and into work settings. Particularly, Project T.A.P.S.' (Transition Assistance for Post-Secondary Placement) purpose is to help students with learning disabilities get accommodations, resources, counseling, and training for transitioning to college. Students are helped on an individual basis with notetaking, taped textbooks, oral tests, large-print books, and interpreters. The program has a high success and retention rate.

269.
Long Island University. C. W. Post Center. Department of Special Education (Producer) (1987).

Project READDY. The READDY Program [Videocassette]. Greenvale, NY: Producer. (Comp. No. 84.023G - OSERS File No. 62)

Project READDY / New York / autism / vocational training

The rationale for a program such as Project READDY is explained by project director Diane Berkell, who notes that Project READDY originated to fill a gap for autistic and severely developmentally disabled students. Before Project READDY these special education students were excluded from vocational programs which would prepare them for post-school settings in the community. This first part of the videocassette demonstrates successful on-the-job training using job trainers at a supermarket and restaurant. Students from Project READDY have been well accepted and liked by their co-workers and valuable to their employers. The second part of this videocassette provides positive employer's perspectives on the project and its students.

270.
Winking, Debbie L.; DeStefano, Lizanne; & Rusch, Frank R. (1988).

Supported employment in Illinois: Job coach issues (Vol. 3). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois.

Illinois / supported work / job coach / Illinois Supported Employment Program (ISEP)

This is volume 3 in the Supported Employment in Illinois series (previous entries in this set are under entry nos. 104 and 159). Its focus is on the role of job coach as key facilitator of community employment for a population whose members were previously restricted to segregated settings and were considered inconsequential producers. The three case studies included in this volume evaluate in depth three programs associated with the

Illinois Supported Employment Program (ISEP) to discover the real and preceived duties involved in the position of job coach. This report has implications for the inservice and preservice training of job trainers and may be used as a resource by those professionals who want to replicate supported employment programs within their own agency. References and a directory of funded projects are included.

271.
Bruininks, Robert H.; Woodcock, Richard W.; Weatherman, Richard F.; & Hill, Bradley K. (1984).

Scales of independent behavior (Woodcock-Johnson Psycho-Educational Battery. Part Four). Allen, TX: DLM Teaching Resources.

behavioral analysis / behavior identification / Scales of Independent Behavior (SIB)

The SIB is a wide age range, comprehensive set of tests for measuring functional independence in motor development, social development, language, self-help, and community adaptation. The tests are individually administered through a structured interview, and norms are provided from the infant level to the mature adult level. SIB includes 14 subscales of developmental and social independence, a short form scale, an early development scale, and a measure of problem behaviors. Specific directions for administering each scale are provided page-by-page in this test book.

272.
Bruininks, Robert H.; Woodcock, Richard W.; Weatherman, Richard F.; & Hill, Bradley, K. (1984).

Interviewer's manual. Scales of independent behavior (Woodcock-Johnson Psycho-Educational Battery. Part Four). Allen, TX: DLM Teaching Resources.

Scales of Independent Behavior (SIB) / behavior analysis / behavior identification

This interviewer's manual contains six major sections. The first section, Organization and Content, describes the content and design of the SIB. The second section, General Directions for Administration, presents instructions for interviewer training and preparation for interviewing. The third section presents specific instructions for administering and scoring the SIB. This section should be read carefully and the recommendations followed before any part of the SIB is administered. The fourth section, Test Interpretation, describes the various options for using the test

information and provides detailed information for completing the Summary of Scores and the profiles in the Response Booklet. Practice exercises and keys to the correct completion of those exercises are provided in the fifth section, Interviewer Review and Practice Exercises. The norm tables are contained in the final section.

273.
Bruininks, Robert H.; Hill, Bradley, K.; Weatherman, Richard F.; & Woodcock, Richard W. (1986).

Examiners's manual. ICAP (Inventory for client and agency planning). Allen, TX: DLM Teaching Resources.

behavioral analysis / behavioral identification / ICAP (Inventory for Client and Agency Planning)

The ICAP is a comprehensive, structured instrument designed to assess the status, adaptive functioning, and service needs of clients. The ICAP records descriptive information, diagnostic status, functional limitations, adaptive behavior skills, problem behaviors, residential placement, habilitation and support services, and social leisure, and daytime activities for individual clients. Its primary purpose is to aid in screening, monitoring, managing, planning, and evaluating services for handicapped, disabled, and elderly people.

274.
National Association for Industry-Education Corporation (n.d.).

Participation of handicapped in apprenticeship: The state-of-the-art. Buffalo, NY: Author.

apprenticeship / vocational training / business and industry

The purpose of this study was to determine the participation of handicapped individuals in apprenticeship programs. A summary of the process, outcomes, and benefits of such a study is presented. References are included as well as directories of (a) State Personnel Responsible for Vocational Education for Handicapped, Disadvantaged, and Limited English Proficient Persons, (b) State Directors of Special Education, (c) Directors of State Vocational Rehabilitation Agencies (General and Blind), (d) State Apprenticeship Agencies, (e) Federal Committee on Apprenticeships, and (f) Selected National Organizations and Officials Promoting Apprenticeship and Training.

275.
Kentucky Coalition for Career and Leisure Development (1987).

Access to leisure. Lexington, KY: Author. (Comp. No. 84.158C - OSERS File No. 139)

recreation and leisure / Kentucky / accessibility standards

This directory was compiled to enable individuals with disabilities, parents, and personnel working with disabled persons to know about the various recreation programs and leisure opportunities available in the Lexington-Fayette County area. Coverage includes access information, general programs, specialized programs, clubs, playgrounds, and community centers and participating agencies.

276.
Heal, Laird W.; & Haney, Janell I. (1988).

Meta-analysis of project replications. Interchange, 8(2), 1-3. Champaign, IL: The Secondary Transition Intervention Effectiveness Institute. University of Illinois.

meta analysis / model programs / transition

Dissemination and replication of model projects' technologies have been a problem in the past. With the OSERS transition education initiative, projects have had these goals as major requirements. The Transition Institute's meta analysis group presents its study of 22 projects' replication activities. These results suggest that the transition education initiative is characterized by the perceived need and willingness at the local level to embrace and perpetuate educational models that have been developed.

277.
Edgar, Eugene; & Levine, Phyllis (1988).

A longitudinal study of graduates of special education. Interchange, 8(2), 3-5. Champaign, IL: The Secondary Transition Intervention Effectiveness Institute. University of Illinois.

follow-up studies / special education / Washington

This current study in Washington involves the collection of data on former students at standard time intervals and the addition of a contrast group of nonhandicapped students who graduated from the same public schools at the same time as the special education students. The design of the study enabled the authors to evaluate outcomes by disability type, over time, and to compare the results with those of a nonhandicapped cohort. The data presented here represent interim results of this study.

278.
Whitman, Thomas L.; Spence, Brenda H.; & Maxwell, Scott (1987).

A comparison of external and self-instructional teaching formats with mentally retarded adults in a vocational training setting. Research in Developmental Disabilities, 8(3), 371-388.

vocational training / self-control training / generalization

A theory recently proposed by Whitman postulates that self-instructional training procedures should have special utility for low ability individuals. Although past studies have shown that self-instructional training programs can be employed to improve the performance of mentally retarded individuals in work situations, research has not examined whether this training format is superior to external instruction. To test Whitman's theory, mentally retarded adults were taught to perform a complex sequencing task through one of two training formats: self-instruction or external instruction. Performance was evaluated through the examination of accuracy measures obtained during training, maintenance, and generalization assessments. Results indicated that participants receiving self-instructional training were able to achieve and sustain a higher level of performance than participants receiving external instruction. While self-instructionally trained subjects also showed superior performance on the generalization assessment, these results were not statistically significant. Secondary analyses revealed that higher ability participants, self-instructionally trained participants, and participants who reached criterion on the training and generalization tasks self-verbalized more frequently during the various assessments. In contrast to prediction, there was no significant difference in length of time required to train individuals in the two instructional groups.

279.
Navin, Sally L.; & Myers, Jane E. (1983).

A model of career development for disabled adults. Journal of Applied Rehabilitation Counseling, 14(2), 38-43.

job placement / career guidance / model programs / rehabilitation counseling

While the definitions of job placement constitute a broad range there is considerable agreement on the fact that it is an integral part of the rehabilitation process. This article extends the concept of placement to a theory of career counseling for disabled adults. A review of the history of placement in rehabilitation and a consideration of several theories of career are offered. Following a discussion of a model of career development for

disabled adults with components of self-understanding, self-acceptance including acceptance of disability, career exploration, career self-concept, career selection and career reevaluation, are implications for rehabilitation counselors.

280.
Storey, Keith; & Gaylord-Ross, Robert (1987).

Increasing positive social interactions by handicapped individuals during a recreational activity using a multicomponent treatment package. Research in Developmental Disabilities, 8(4), 627-649.

social skills / self-control training / work environment

A multicomponent treatment package increased the rate of positive statements among handicapped youth during a social/leisure activity at a work training setting. The package of role playing, graphic feedback, contingent reinforcement, and self-monitoring was directly replicated across three experiments in producing normative rates of positive verbal statements. There was no evidence of generalization to other stimulus activities. There was limited response generalization to a class of negative verbal statements. The study further examined the critical components of the maintenance package through a withdrawal design. It was found that contingent reinforcement and self-monitoring could maintain substantial rates of positive behaviors. In the third experiment it was further demonstrated that self-monitoring alone could maintain positive statements in three of the four students in the group.

281.
Lovett, David L.; & Harris, Mary B. (1987).

Important skills for adults with mental retardation: The client's point of view. Mental Retardation, 25(6), 351-356.

social skills / vocational training / independent living / community integration

The present study was conducted to determine whether adults with mental retardation could provide useful information about what skills they considered important for successful community living and whether these skills would correspond to those previously rated as important by persons who had significant contact with such individuals (Lovett & Harris, in press). Adults with mild to moderate retardation (N=48) living in a large Southwestern city were interviewed. Vocational and social skills were rated as most important, followed by personal, academic, and leisure skills, a

ranking similar to that by the significant others in the previous study. Implications for training community living skills were discussed.

282.
Seyfarth, John; Hill, Janet W.; Orelove, Fred; McMillan, James; & Wehman, Paul (1987).

Factors influencing parents' vocational aspirations for their children with mental retardation. Mental Retardation, 25(6), 357-362.

parent involvement / attitudes / vocational training

A measure of parents' vocational aspirations for their children with mental retardation was developed, and relationships between aspirations and other factors were examined. A 32-item Likert-type questionnaire was mailed to 660 members of a stratified random sample of parents and guardians of persons with mental retardation who were identified from files maintained by community services agencies; 233 parents responded. Data were analyzed using multiple regression, with the vocational aspiration score serving as a dependent variable. The equation accounted for 26% of the variance. Significant factors were parents' attitudes toward work as a normal part of life, child's age, and child's developmental level.

283.
Zivolich, Steve (1987).

Pizza Hut delivers on supported employment. Supported Employment News, 1(2), 1, 4.

Pizza Hut / supported work / California

This article from the California Department of Rehabilitation's Supported Employment News describes Pizza Hut's supported employment initiative in Orange County, California.

284.
Donovan, William C., Jr. (1987).

Extending the traditions of Congress to one person with a developmental disability. Mental Retardation, 25(6), 341-343.

community integration / U.S. Congress / advocacy

The physical, social, and vocational integration of a 16-year-old boy with Down syndrome into the legislative community of Washington, DC is described. In 1985, the Honorable John H. Chafee, United States senator from Rhode Island, appointed Joseph Connors as the first United States congressional page with a developmental disability. The appointment and service of Joseph Connors as a United States congressional page is described as a recognition of the uniqueness of individuals as socially valuable, which can allay fears and promote integration of persons with disabilities.

285.
HEATH Resource Center. American Council on Education. (1988).

Young adults with learning disabilities and other special needs: Guide for selecting postsecondary transition programs. Washington, DC: Author.

learning disabilities / post-secondary education / model programs

This resource paper provides information about postsecondary programs for young adults with substantial learning disabilities and other special needs. The paper has been written in response to inquiries to HEATH from professionals and parents, and particular sections are directed to them, as well as the young adult in need of transitional services. Final sections list employment information sources and selected publications.

286.
Dart, Justin W., Jr. (Ed.) (1987).

Supported employment [Special issue]. American Rehabilitation, 13(4).

supported work / model programs / vocational rehabilitation / interagency cooperation

This special issue of American Rehabilitation highlights the Department of Education's highest priority for America's citizens with disabilities -- supported employment. Contributing authors to this issue offer various perspectives on the federal initiative (Will), transition from school to work (Lagomarcino & Rusch), model programs (Danley & Anthony; Offner, Kelly, & Cherry; Kidder & Tennant; and Hill & Revell) and the vocational rehabilitation profession (Bornemann).

287.
DeStefano, Lizanne; & Snauwaert, Dale (1987).

History of federal transition policy. Interchange, 7(3), 1.

federal legislation / policy research

This brief article describes the focus of an ongoing research project concerned with the history of federal transition legislation and policy implication.

288.
Whitehead, Claude W. (1987).

Significant action of 99th Congress: An overview. Interchange, 7(3), 5-7.

federal legislation / supported work / transition / Social Security benefits

The author highlights legislation passed by the 99th Congress which had major positive impact on the independence and economic self-sufficiency of persons with developmental disabilities.

289.
McNair, Jeffrey; & Rusch, Frank R. (1987).

Parent survey: Identification and validation of transition issues. Interchange, 7(4), 1-2. Champaign, IL: The Secondary Transition Intervention Effectiveness Institute. University of Illinois.

parent involvement / attitudes / program development

This article describes a study to investigate what issues are most important to parents by asking parents to rate transition-related research questions in order of importance, and to investigate parent involvement in the transition process. Results are reported and recommendations are made for future involvement of parents in transition planning.

290.
Peak, Laurie; & Brown, James M. (1980).

A conceptual framework and process for identifying the inservice needs of vocational educators serving special needs populations [Pilot test report]. St. Paul, MN: Minnesota Research and Development Center for Vocational Education, Department of Vocational and Technical Education, University of Minnesota.

personnel preparation / vocational special needs education / Minnesota

This study was initiated as an effort to identify additional skills and knowledge needed by vocational education teachers, coordinators, program supervisors/managers, and administrators in Minnesota in order to better prepare them to serve special needs students. The specific study objectives were to:

1) Conduct a review and synthesis of the literature.
2) Develop a conceptual framework within which to consider the special skills and knowledge required when teaching mainstreamed special needs students.
3) Develop a process for assessing the skills and knowledge of educators.
4) Pilot test the assessment process.

References are included.

291.
Dennis, Steven; & Ebert, Thomas A. (1987).

Hiring workers who have an intellectual impairment: A guide for employers. Edmonton, Canada: Western Industrial Research and Training Centre.

employer involvement / vocational training / Canada

This guidebook for employers examines topics such as training and supervision, costs and benefits, sources of employer assistance, ability of workers who have an intellectual impairment to satisfy an employer's prime objective for labour -- productivity.

292.
Albright, Leonard; & Cobb, R. Brian (1987).

A model to prepare vocational educators and support services personnel in curriculum-based assessment. Interchange, 7(4), 2-6. Champaign, IL: The Secondary Transition Intervention Effectiveness Institute. University of Illinois.

personnel preparation / model programs / vocational educational special needs personnel / curriculum

This article describes a federally funded personnel preparation project whose goal is to develop a comprehensive set of materials to train regular and vocational special needs educators in a curriculum-based assessment and planning model. The major components of this model are presented along with a description of how the model will be refined and field-tested in pre-service and in-service settings.

293.
Lagomarcino, Thomas R.; & Rusch, Frank R. (1987).

Supported employment: Transition from school to work. Interchange, 8(1), 1-4. Champaign, IL: The Secondary Transition Intervention Effectiveness Institute. University of Illinois.

supported work / curriculum / vocational training / special education

Transition is explained in light of supported employment as an appropriate and meaningful goal for special education students because it emphasizes earning wages in integrated work settings, with guaranteed ongoing support. References are included.

294.
Bennett, Randy Elliot; & Ragosta, Marjorie (1985).

Technical characteristics of postsecondary admissions tests for handicapped examinees: A review of research. Journal of Special Education, 19(3), 255-267.

post-secondary education / admissions studies

This paper reviews the research on the technical adequacy of postsecondary admissions tests for handicapped examinees. First, the performance of disabled students relative to the general population is explored. Of the four disability groups discussed, the admissions test performance of learning-disabled students and of hearing impaired students appears most discrepant from the general test-taking population. Evidence relating to the validity and reliability of admissions tests for handicapped and nondisabled examinees is reviewed next. The results of this review suggest no dependable differences in validity or reliability across these populations. However, because the data on which this conclusion is based are so limited, further research is needed before the technical characteristics of admissions tests for handicapped examinees can be fully evaluated.

295.
Schloss, Patrick J.; & Schloss, Cynthia N. (1985).

Contemporary issues in social skills research with mentally retarded persons. Journal of Special Education, 19(3), 269-282.

social skills / research synthesis

There is consistent evidence that a majority of mildly and moderately mentally retarded persons adjust to community environments upon leaving school. Mental age and academic

achievement appear not to have a significant influence on adjustment. Other features, including interpersonal skills and social competence do have a strong bearing on community adjustment. In view of this, numerous studies over the past two decades have been conducted to evaluate social skill enhancement strategies. Unfortunately, there are serious limitations to this literature. Specifically, (a) the absence of a conceptual base has resulted in the failure of research to build a comprehensive body of knowledge; (b) training priorities have not been matched to learner characteristics or needs; (c) the social significance of program effects has generally been ignored; (d) independent and dependent variables have not been evaluated and applied with equal precision; (e) investigators seldom evaluate the generality of effects to other settings, responses, and time; and finally (f) research has not demonstrated that community integration and adjustment can be enhanced through training.

296.
Cook, Stephen B.; Scruggs, Thomas E.; Mastropieri, Margo A.; & Casto, Glendon C. (1985-86).

Handicapped students as tutors. Journal of Special Education, 19(4), 483-492.

meta analysis / peer involvement / tutors

A meta-analysis was conducted on available research documenting effectiveness of handicapped students as tutors of other students. Nineteen articles yielding 74 effect sizes were located. Results indicated that (a) tutoring programs were generally effective; (b) tutees generally gained more than tutors; and (c) tutor and tutee gains on self-concept and sociometric ratings were small, while gains on attitude measures were larger. Implications for instruction and further research are given.

297.
Cardoza, Desdemona; & Rueda, Robert (1986).

Educational and occupational outcomes of Hispanic learning-disabled high school students. Journal of Special Education, 20(1), 111-126.

Hispanics / learning disabilities / educational outcomes / follow-up studies

The purpose of this study was to examine the educational characteristics of six subgroups in the high school and beyond data set. These included senior learning-disabled Hispanic students, senior learning-disabled Anglo students, and a randomly selected

Anglo senior nonhandicapped subsample. In addition, three parallel sophomore groups were included.

The major analyses of the data reflected an attempt to compare the groups in terms of their course taking behavior, educational aspirations and educational/occupational outcomes. The results indicated that there were significant differences between the handicapped and nonhandicapped groups. However, in general, there were no differences between the Anglo and Hispanic handicapped groups.

298.
Wang, Margaret C.; & Baker, Edward T. (1985-86).

Mainstreaming programs: Design features and effects. Journal of Special Education, 19(4), 503-521.

mainstreaming / meta analysis

The goal of this study was to review and analyze the design features and efficacy of mainstreaming as an educational approach to serving disabled students. Based on a predetermined set of criteria, 11 empirical studies of the effects of mainstreaming published from 1975 through early 1984 were selected for analysis from a total pool of 264 studies. Meta-analysis was the technique used to perform a quantitative synthesis of findings from the studies.

Among the notable findings was that mainstreamed disabled students consistently outperformed nonmainstreamed students with comparable special education classifications. In addition, selected design features, found in the extant effective-teaching literature to be associated with programs designed to provide for student differences, were also found to be features of mainstreaming programs that showed greater proportions of positive than of negative outcomes.

299.
Staats, Thomas E.; & Hendler, Nelson (1984).

Occupational and psychosocial stressors as related to health problems: Implications for the rehabilitation counseling process. Journal of Applied Rehabilitation Counseling, 15(4), 23-26, 56.

stress management / rehabilitation counseling

A review of current literature on stress and the disabled is discussed, comparing the commonality and uniqueness of their stressors to those of non-handicapped individuals. A predictive analysis of concurrent mental and physical health problems utilizing the Stress Vector Analysis-R test battery indicated that

an index of personal (psychosocial) stressor strength was superior to an index of occupational stressor strength in predicting stress-related health problems that could influence rehabilitation, productivity, and/or work attendance. Emphasis should be placed on diagnosing and treating the problems of the "person" (psychosocial counseling), not just those of the "worker" (vocational counseling) in the client to optimize health and productivity both in the work place and at home. This supports previous assertions in the rehabilitation literature that rehabilitation workers should adopt the stress evaluation and stress management training roles as an integral part of the rehabilitation counseling process with their clients.

300.
Krishnaswami, Uma (1984).

Learning to achieve: Rehabilitation counseling & the learning disabled adult. Journal of Applied Rehabilitation Counseling, 15(4), 18-22.

rehabilitation counseling / learning disabilities

A whole generation of identified learning disabled children has grown to adulthood and is in need of rehabilitation services. Their problems extend beyond their specific learning disabilities to the areas of social development, self-concept, and interpersonal functioning. Functional aspects of learning disabilities are enumerated here, and psychosocial implications discussed. This article presents the need to adapt rehabilitation planning to better serve the learning disabled consumer, and outlines some adaptations of strategies for the rehabilitation counselor with this special population.

301.
Schrag, Judy; Kirsch, Greg; & Jackson, Carla (1987).

Employment Training and Transition Project: Final report. Olympia, WA: Office of Superintendent of Public Instruction and University of Oregon. (Comp. No. 84.023D - OSERS File No. 17)

final report / Washington / interagency cooperation / secondary education

This final report is comprised of several sections that give an overview of the Employment Training and Transition Project, including a discussion of issues relevant to the development of the project, project methods, project results, and the implications for future program and policy development. References and appendixes are included.

302.
Howell, Joanne C. (1983).

Differences between public and private rehabilitation services and the professionals who staff them. Journal of Applied Rehabilitation Counseling, 14(2), 17-22.

rehabilitation counseling / employment incentives

Historically master's level programs in rehabilitation counseling produced trained graduates, many of whom became employed in state Divisions of Vocational Rehabilitation. In recent years an increased number of these experienced public sector counselors have switched from public to private sector employment which offers better salary incentives, training opportunities, smaller caseloads, and a new sense of professional esteem. Some difficulty in job adjustment was reported by the seven counselors interviewed because of the differing philosophies and practices found in private rehabilitation companies. Despite these detriments, the trend away from the public sector is expected to continue as government budgetary cutbacks progress. Public agencies may need to develop and re-emphasize employment incentives to stall the exodus of trained counselors from the public to private sector of rehabilitation.

303.
Garvin, Richard E. (1983).

Industrial relations: A service-oriented approach to job development. Journal of Applied Rehabilitation Counseling, 14(2), 44-46, 50.

Kentucky / vocational rehabilitation / business and industry

This paper reviews the industrial relations program of the Kentucky Bureau of Vocational Rehabilitation. This program represents a service-oriented approach to job development. It is based on the premise that the primary goal of vocational rehabilitation is to get work-ready individuals with handicaps into appropriate employment. To achieve this goal, the backing and support of business and industry is needed. One effective means of obtaining and maintaining this support is through the provision of essential cost-free services to the business community.

This paper reviews the factors and assumptions that lead to the development of this program and discusses the cost-free consultant/educational and direct services offered to business and industry through the Industrial Relations Manager. Through this service-oriented program of job development, Kentucky Vocational Rehabilitation has been able to: (a) develop and maintain an excellent working relationship with business and industry across the state, (b) provide meaningful and cost-beneficial services that

were not being provided by another state agency or organization, (c) breakdown many of the man-made barriers to successful employment of individuals with handicaps, (d) provide exceptional follow-along services, and (e) increase the rehabilitation success rate.

304.
Petzy, Vic (1979, February).

Obtaining employer commitments to job development for persons with special needs: The employer interaction process. Paper presented at the CEC National Topical Conference on Career Education for Exceptional Individuals, St. Louis, MO.

Employer Interaction Process (EIP) / vocational education / social skills / work environment / job placement

The purpose of this paper is to describe the Employer Interaction Process (EIP), a set of key concepts which have proven effective in extending the range of employer commitment to special needs in a number of businesses and industries. EIP may also be used as a training model for placement coordinators who have responsibility for collaborating with employers in the pursuit of new career options for people with special needs. References are included.

305.
Cook, Daniel; & Ferritor, Daniel (1985).

The family: A potential resource in the provision of rehabilitation services. Journal of Applied Rehabilitation Counseling, 16(2), 52-53.

family involvement / vocational rehabilitation

This article points out that families can be valuable partners in the vocational rehabilitation of a person who is handicapped. The article documents that family services have not, however, been provided by rehabilitation counselors even though such services are encouraged by law. Reasons for the lack of family services, including the complexity of the topic and contradictory research findings, are reviewed. Implications for research and resources for practitioners are given.

306.
Roessler, Richard T. (1985).

Self-starting in the job market: The continuing need for job seeking skills training in rehabilitation. Journal of Applied Rehabilitation Counseling, 16(2), 22-25, 30.

vocational rehabilitation / job seeking skills

Job seeking skills training is a critical rehabilitation service for individuals capable of independently locating work. Unfortunately too few clients receive this training. As a result, many lack the skills needed to reenter the labor market on their own initiative. After discussing essential components of job seeking skills training programs, this article presents two training programs currently being demonstrated in rehabilitation settings.

307.
Shaw, Linda R.; & McMahon, Brian T. (1985).

Jobs obtained by spinal cord injured rehabilitants: Implications for job placement practices. Journal of Applied Rehabilitation Counseling, 16(2), 48-51.

spinal cord injuries / job placement

The purpose of this article is to analyze the jobs obtained by a large sample of spinal cord injured rehabilitants, relate these findings to earlier literature on vocational issues, and generate a list of useful suggestions for rehabilitation counselors involved with job placement for this special population.

308.
Pratzner, Frank C.; & Russell, Jill Frymier (1984).

The changing workplace: Implications of quality of work life for vocational education. Columbus, OH: The National Center for Research in Vocational Education.

quality of work life (QWL) / vocational education

This report describes the purpose of a project to examine quality of work life (QWL) developments in the American workplace in order to identify what, if any, implications they have for vocational education. This was accomplished primarily through literature reviews, with subsequent visits to firms identified as being leaders in the implementation of QWL activities. Interviews and observations were then conducted at nine selected firms to verify and further clarify potential implications of QWL developments for vocational education. References are included.

309.
Lippmann, Glenda K.; & Porter, Grady C. (1976).

How to establish competency model programs for the delivery of vocational services to the severely multihandicapped. Austin, TX: Lippmann/Porter.

model programs / vocational training / Goodwill Rehabilitation Services / Competency Model Program (CMP)

This manual was written for Goodwill Rehabilitation Services, San Antonio, Texas, in response to their need to establish a vocational training program responsive to multi-levels of handicaps, particularly the mentally retarded and severely handicapped. The Competency Model Program (CMP) which was developed is described step by step along with evaluation procedures and an activities program.

310.
Dickerson, Martha Ufford (1982).

New challenges for parents of the mentally retarded in the 1980s. The Exceptional Child, 29(1), 5-12.

parent involvement / social skills / independent living

This article discusses the following challenges of parenting mentally retarded children: (a) dare to raise adults, not children; (b) resist limiting the individual because of labels that result from the evaluation, (c) discuss the child's retardation openly with him/her, (d) celebrate the child's emerging sexuality, (e) discuss the child's sexuality, (f) use respite services to promote growth and development, (g) accept recommendations for treatment, (h) anticipate the child's separation from home, (i) resist the tendency to provide unnecessary guardianship, and (j) confirm the child's right to maturity.

311.
Walls, Debra A. (1983).

Placement: Rehabilitation's asset to industry. Journal of Applied Rehabilitation Counseling, 14(2), 47-50.

job placement / barriers / business and industry

With placement of disabled clients into competitive employment at the forefront of rehabilitation services, maximizing placement sources within the industrial setting is essential. Several barriers to employment are presented which challenge the vocational

rehabilitation counselor. The importance of client training which will prepare a client for promotional opportunities is suggested for overcoming placement barriers. Finally, a systems-selling approach is investigated along with ways in which counselors can establish themselves as consultants with industry.

312.
Garner, J. Bradley; & Campbell, Philippa H. (1987).

Technology for persons with severe disabilities: Practical and ethical considerations. Journal of Special Education, 21(3), 122-132.

technology / independent living

Technological advances relevant to the needs of persons with severe handicaps are emerging at a rapid rate. These devices and adaptations have significant potential for enhancing opportunities for integration, independence, and personal choice for this group of individuals. This article discusses several critical issues related to the use of technology: (a) obstacles to the use of adaptations and technological devices, (b) strategies for the selection, design, and use of adaptations and technological devices, and (c) an approach for incorporating technology into the integrated team planning process. Consideration is given to ethical and philosophical issues that must guide the application of new technological advances.

313.
Hollander, Elaine K.; & Soloyanis, George (Eds.) (1978).

Proceedings of the Second International Seminar on Vocational Rehabilitation for Mentally Retarded Persons. Washington, DC: American Association on Mental Deficiency in cooperation with the Rehabilitation Services Administration, U.S. Department of Health, Education and Welfare.

vocational rehabilitation / attitudes / sheltered workshops / model programs

This publication contains papers presented and recommendations formulated at the Second International Seminar on Vocational Rehabilitation for Mentally Retarded Persons held August 8-29, 1976, in the United States. The latest advances in the field were discussed by representatives from 25 foreign countries who are actively involved in rehabilitation research or who work in areas closely related as investigators, administrators, or trainers of rehabilitation workers. Topics discussed included the conduct of research, innovative programming emphasizing the normalization concept, training of personnel, and the evaluation and assessment of programs.

314.
U.S. Department of Education. Office of Special Education and Rehabilitative Services. Office of Information and Resources for the Handicapped. (1982).

Resource guide: Employment of the handicapped. Washington, DC: Author.

directories / employment programs

This resource guide is a directory of employment programs for disabled persons, programs creating job opportunities for the disabled, and programs regulating policies concerning employment of the disabled. Also included are information resources and technical assistance for employers and the disabled, as well as a list of free federal publications.

315.
Steinberg, Margaret A. (1983).

Parental concerns and priorities in the education of disabled students. The Exceptional Child, 30(1), 77-85.

parent involvement / attitudes / special education / Australia

During a conference organized as part of I.Y.D.P. [International Year of Disabled Persons], parents of the disabled from throughout Queensland attempted to identify the primary needs they experienced in coping with a disabled child in the family. Recommendations were made concerning the provision of services which would help to alleviate these needs. Issues and recommendations concerning education, including educational rights, legislative and financial considerations, teacher education, and the adequacy of educational services, are discussed in this paper. The dearth of a range of appropriate post-school options was of crucial import; provision of continuing education services for disabled school leavers, including minimally handicapped students integrated into regular classes, is seen as an urgent reguirement. Co-operative planning and service provision should be given priority status by special education authorities, tertiary institutions and employment departments and agencies.

316.
Schill, William J. (1988).

Annotated bibliography: Transition research on problems of handicapped youth. Seattle, WA: University of Washington. College of Education.

transition / literature review / Project TROPHY

This annotated bibliography on transition is an alphabetical listing of authors, citations and abstracts of literature reviews conducted by the TROPHY staff in preparation for a number of research activities.

317.
Behrmann, Michael M. (Ed.) (1984).

Handbook of microcomputers in special education. San Diego, CA: College-Hill Press.

special education / microcomputers

The Handbook of Microcomputers in Special Education is designed to provide a comprehensive overview of computer applications in special education and related fields. Information on how computers work and their uses with exceptional (handicapped and gifted) individuals is given in a way that will allay many persons' fears about using computers. Programming is also explained in terms of the learning needs of exceptional individuals, as are the "best practices" in special education instructional methods addressing those needs.

318.
Hagen, Dolores (1984).

Microcomputer resource book for special education. Reston, VA: Reston Publishing Co., Inc.

special education / microcomputers

The material in this book covers the use of microcomputers in special education and the multitude of uses this technology offers the handicapped. Appendixes include a directory of software publishers and distributors as well as a listing of special programs designed for specific disability and interest areas.

319.
Hill, Mark; & Wehman, Paul (1983).

Cost benefit analysis of placing moderately and severely handicapped individuals into competitive employment. Journal of the Association for the Severely Handicapped, 8(1), 30-38.

competitive employment / cost effectiveness / Project Employability

This paper presents an analysis of costs incurred and tax monies saved, over approximately four years, through the successful implementation of an ongoing job training and placement program.

The focus of the analysis is on the amount of money saved rather than on the wages earned by moderately and severely handicapped workers. Factors in the cost analysis include number of months the client had been working, amount of staff hours expended on the client at the job site, amount of funds expended proportionately on each client, Supplemental Social Security Income saved, estimated cost of day programming for the client if no job placement had been made, Targeted Job Tax Credit Program costs, and amount of state and federal taxes withheld. After almost four years, the public's cumulative savings totaled $620,576, while expenditures totaled $530,300. Thus, the total direct financial benefit to taxpayers is $90,376. Since initiation of the program, the clients' cumulative earnings are over $500,000.

320.
American Rehabilitation Counseling Association (1984).

Transition from school to work for students with disabilities: ARCA position on PL 98-199. Alexandria, VA: Author.

Extension of the Education of the Handicapped Act, PL 98-199 / ARCA

This is ARCA's position statement on PL 98-199, the Extension of the Education of the Handicapped Act.

321.
American Rehabilitation Counseling Association (1984).

ARCA response on transition from school to work and on supported employment. Alexandria, VA: Author.

ARCA / transition / supported work

This statement from ARCA represents their response to OSERS preliminary statement on transition.

322.
National Association of State Directors of Special Education (1986).

Severely handicapped youth exiting public education: Issues and concerns. Washington, DC: Author.

human services / interagency cooperation / transition

This monograph reports the results of a survey of state directors of special education regarding service delivery to the adult handicapped population after they exit public school.

323.
Welsh, William A.; Walter, Gerard G.; & Riley, Dorothea (1986).

Earnings of deaf RIT graduates as reported by the Internal Revenue Service. Rochester, NY: National Technical Institute for the Deaf at Rochester Institute of Technology. Office of Postsecondary Career Studies and Institutional Research.

hearing impaired / Rochester Institute of Technology / income

This report was designed to describe the analyses and implications gleaned from employment and wage information on RIT graduates (1969-1980) provided by the Statistics of Income Division of the IRS. Overall, the study supports the case for use of higher education to bridge the employment as well as the earnings gap created by the handicapping effects of severe to profound hearing impairment. References are included.

324.
Bounds, Betsy (1987).

Executive summary. Project CCTM. Year I. Tucson Unified School District. Tucson, AZ: Tucson Unified School District. (Comp. No. 84.158C - OSERS File No. 134)

CCTM Project (Continuous Comprehensive Transition Model) / Arizona

This report presents a summary of the first year's activities and accomplishments for the CCTM Project (Continuous Comprehensive Transition Model) which serves a target population of approximately 350 severely handicapped students. Appendixes include survey results, course descriptions, curriculum, assessment procedures and instruments.

325.
Human Services Research Institute (1986).

Compilation of statistical sources on adult disability. Washington, DC: National Institute on Disability and Rehabilitation Research. U.S. Department of Education.

directories / demographics / statistical data

This document is designed to serve as a reference for researchers, administrators and practitioners looking for national statistical information on adult impairments. It contains profiles of major national data files for points or periods of time since January 1978 (and some earlier files as well) which contain statistics on adults eighteen years or older who have physical, mental, or emotional impairments that impede life functions. Thirty data

files were selected for inclusion in this inventory. Some of these files contain two or more related surveys. The data files are described according to a standard format presented on the following pages. Headers and subheaders are listed with explanations where necessary to clarify the type of information contained under each.

326.
Cook, Paul F.; Dahl, Peter R.; & Gale, Margaret Ann (1978).

Vocational training and placement of the severely handicapped: Vocational opportunities. Salt Lake City, UT: Olympus Publishing Company.

vocational training / job matching / barriers / Vocational Training and Placement of the Severely Handicapped (VOTAP)

This handbook describes major barriers confronted by the severely handicapped person who attempts to obtain vocational training and eventual job placement. It also describes strategies for surmounting these barriers. These strategies may be used by the individual worker, by training and placement institutions, or by other advocates seeking to help the handicapped person attain his or her occupational goals. Potential jobs and vocational areas for the severely handicapped are also identified. A bibliography is included.

327.
Ludlow, Barbara L.; Turnbull, Ann P.; & Luckasson, Ruth (1988).

Transitions to adult life for people with mental retardation. Baltimore, MD: Paul H. Brookes Publishing Co.

human services / community integration / program development / independent living / transition / evaluation

This book offers a comprehensive perspective on current service systems and concepts in transition. Broad policy issues on independent living, community participation, and productive employment are examined. Practical recommendations for developing and implementing transition plans are made for service providers, educators, and policymakers. References are provided throughout the text. Appendixes include a brief annotated bibliography, a directory of media resources, and a directory of 36 model programs.

328.
Wehman, Paul; Moon, M. Sherril; & McCarthy, Pat (1986).

Transition from school to adulthood for youth with severe handicaps. Focus on Exceptional Children, 18(5), 1-12.

individualized transition plans / parent involvement / supported work / enclaves

This article focuses on vocational alternatives for severely disabled persons after age 21, including supported employment, supported competitive employment, and sheltered enclaves in industry. The authors also discuss the requirements for successful community living and note the importance of individualized transition plans, parent education and involvement, and public awareness.

329.
Interagency Committee on Learning Disabilities (1987).

Learning disabilities: A report to the U.S. Congress. Washington, DC: U.S. Government Printing Office.

learning disabilities / demographics / research synthesis / federal legislation

The Interagency Committee on Learning Disabilities (ICLD) was mandated by the Health Research Extension Act of 1985 (P.L. 99-158) to review and assess Federal research priorities, activities, and findings regarding learning disabilities (including central nervous system dysfunction in children). This report includes:

1) the number of persons affected by learning disabilities and the demographic data which describe such persons;
2) a description of the current research findings on the cause, diagnosis, treatment, and prevention of learning disabilities; and
3) recommendations for legislation and administration actions.

The report concludes with committee recommendations for legislation and administrative actions.

330.
Lockhart, Daniel C. (Ed.) (1984).

Making effective use of mailed questionnaires. (New Directions for Program Evaluation. A Publication of the Evaluation Research Society). San Francisco, CA: Jossey-Bass Inc., Publishers.

program evaluation / mailed questionnaires

This sourcebook is designed for both the novice and the expert user of mailed questionnaires and describes the state of the art in mailed questionnaire design, research, and theory. References and a subject index are included.

331.
Bickman, Leonard (Ed.) (1987).

Using program theory in evaluation. (New Directions for Program Evaluation. A publication of the American Evaluation Association.) San Francisco, CA: Jossey-Bass Inc., Publishers.

program evaluation / program theory

This volume describes the need for program theory in planning and conducting evaluations and provides a variety of approaches for understanding and measuring program theory. References and subject index are included.

332.
Williams, David D. (Ed.) (1986).

Naturalistic evaluation. (New Directions for Program Evaluation. A publication of the American Evaluation Association.) San Francisco, CA: Jossey-Bass, Inc., Publishers.

naturalistic evaluation / program evaluation

The contributors to this volume represent both the theorists who advocate naturalistic approaches to evaluation and the practitioners who conduct naturalistic evaluations. Analyses of their experiences can facilitate other evaluators and recipients of evaluations in understanding how naturalistic methods and evaluation purposes complement and conflict with one another. References and a subject index are included.

333.
Boruch, Robert F.; & Pearson, Robert W. (1988).

Assessing the quality of longitudinal surveys. Evaluation Review, 12(1), 3-58.

follow-up studies / program evaluation

A growing concern has emerged in recent years about the use of relatively large national longitudinal surveys. This concern arises in part from a heightened sensitivity to the diminished support for new data-collection programs across the U.S. federal statistical system and the increasing competition throughout the research and policy communities for what have undoubtedly always been scarce resources for research. Despite this concern, there have yet to be developed tools for evaluating the relative or comparative value of longitudinal surveys and criteria by which more intelligent decisions can be made with respect to whether an ongoing survey should be continued or terminated. This article

argues that criteria are unlikely to be developed for evaluating whether one longitudinal survey is "better" than another, but that one can assess the quality and usefulness of a particular survey, and suggests specific guidelines for such assessments.

334.
Danley, Karen S.; & Mellen, Vera (1987).

Training and personnel issues for supported employment programs which serve persons who are severely mentally ill. Psychosocial Rehabilitation Journal, 11(2), 87-102.

supported work / psychiatrically disabled / vocational training

This article presents current thinking regarding the training required to prepare persons to provide effective supported employment services for persons with a psychiatric disability. Content information was obtained by reviewing existing literature on supported work as well as relevant literature in the field of psychiatric rehabilitation. In addition to literature resources, personal contacts were made with experts in the fields of mental health and rehabilitation. Directions are suggested for training supported employment personnel to provide services to persons with a psychiatric disability.

335.
Bond, Gary (1987).

Supported work as a modification of the transitional employment model for clients with psychiatric disabilities. Psychosocial Rehabilitation Journal, 11(2), 55-73.

supported work / psychiatrically disabled / vocational rehabilitation

Historically, vocational rehabilitation for persons with psychiatric disabilities has been ignored, and their employment prospects regarded as poor. The supported work model, developed for clients with mental retardation, is similar to the "transitional employment" model adopted by many psychiatric rehabilitation programs. This paper compares the two models, summarizes the vocational research for clients with psychiatric disabilities, and discusses features of the supported work model that might be adapted so as to correct some of the drawbacks of the transitional employment model. A program that recently experimented with a modified transitional employment placement is described.

336.
Noble, John H., Jr.; & Collignon, Frederick C. (1987).

Systems barriers to supported employment for persons with chronic mental illness. Psychosocial Rehabilitation Journal, 11(2), 25-44.

supported work / psychiatrically disabled / barriers

This article describes the differing histories, cultures, and political constraints of the vocational rehabilitation and mental health service systems that may cause conflicts and systems barriers to expansion of supported employment opportunities to persons with chronic mental illness. The unpredictable course that chronic mental illness follows among affected individuals will challenge the capacities of vocational rehabilitation counselors and mental health practitioners to sustain joint ventures.

337.
Collignon, Frederick C.; Noble, John H., Jr.; & Toms-Barker, Linda (1987).

Early lessons from the Marion County demonstration in integrating vocational and mental health services. Psychosocial Rehabilitation Journal, 11(2), 75-85.

program development / vocational rehabilitation / psychiatrically disabled

This article describes the principal lesson to be learned from an initial design and implementation of a large city-wide demonstration in Marion County, California, in setting up new programs and services for mental health and vocational rehabilitation of individuals with chronic mental illness. The article stresses the initial overestimate of need, problems in coordination, choice of vendors, and setting up of appropriate performance expectation for vocational rehabilitation with their population.

338.
Isbister, Fred; & Donaldson, Gary (1987).

Supported employment for individuals who are mentally ill: Program development. Psychosocial Rehabilitation Journal, 11(2), 45-54.

supported work / psychiatrically disabled / program development

Supported employment programs for individuals with psychiatric disability have taken seed across the country and the authors of this paper present concepts gleaned from their personal involvement

with the development of such programs. The authors also discuss in detail supported employment program components, needs, and areas of consideration.

339.
Anthony, William A.; & Blanch, Andrea (1987).

Supported employment for persons who are psychiatrically disabled: An historical and conceptual perspective. Psychosocial Rehabilitation Journal, 11(2), 5-23.

supported work / psychiatrically disabled / federal legislation

This article overviews the conceptual and legislative development of supported employment with persons who are developmentally disabled. The model of supported employment for psychiatrically disabled persons that is currently emerging reflects this conceptual and legislative history. Based on a literature review and interviews with persons in the field, this article describes how the suppported employment approach is currently being adapted for persons with a psychiatric disability. Other conceptual issues which must be articulated in order for the field to grow are highlighted.

340.
Tindall, Lloyd W.; & Gugerty, John J. (1983).

Effective microcomputer assisted instruction for the vocational education of special needs students. Madison, WI: Vocational Studies Center, School of Education, University of Wisconsin-Madison.

vocational education / special education / microcomputers

This manual, Effective microcomputer assisted instruction for the vocational education of special needs students, has been designed to help teachers utilize the microcomputer in the education of handicapped and disadvantaged students. Microcomputer programs listed in Part I of this manual have been successfully utilized by practitioners in the instruction of special needs students. Some of the programs were developed by commercial publishers and others are the results of the efforts of individual teachers seeking to improve instruction with the assistance of the microcomputer. A number of microcomputer assisted programs used in the instruction of "regular students" are included with the idea that such programs may also be relevant for use with special needs students. The microcomupter programs have been obtained through the cooperation of many persons from around the nation.

Articles found in Part II of this manual provide ideas on the educational uses of the microcomputer. Authors discuss how they

use microcomputers in resource rooms and centers, occupational information centers, linkage projects, education exchanges, and computer-related vocational education for disadvantaged students. A software evaluation process using students to try out a given program is described and a vocational technical school provided its software evaluation form.

341.
Emener, William G.; & Spector, Paul E. (1985).

Rehabilitation case management: An empirical investigation of selected rehabilitation counselor job skills. Journal of Applied Rehabilitation Counseling, 16(2), 11-21, 30.

program development / rehabilitation counseling / job analysis

This study describes the results of a national survey that focused on the (a) importance, (b) difficulty of learning, and (c) recommended learning modality of 30 rehabilitation counselor case management job skills. Subjects were 492 certified rehabilitation counselors who were listed in the Fall, 1983, Commission on Rehabilitation Counselor Certification roster. Factor analysis of items asking to what extent each skill was a part of a rehabilitation counselor's job yielded six factors: working with clients, planning, working with others on clients' behalf, making judgments, working with professionals, and synthesizing and processing information. Most of the 30 skills were rated as approximately equivalent in difficulty of learning. "During service" (i.e., on the job with supervision) was rated most often as the most preferred modality for learning these skills and "Inservice" (i.e., formal continuing education) was rated as least preferred. Implications for professional training, development, and practice are discussed.

342.
Gaylord-Ross, Robert (Ed.) (1988).

Vocational education for persons with handicaps. Mountain View, CA: Mayfield Publishing Co.

vocational education / program development / interagency cooperation / personnel preparation / federal legislation / vocational training / work environment

This book describes the multifaceted process of career preparation for persons with handicaps. The field is diverse and encompasses information and methods from teaching, business, counseling, administration, psychology, and economics. The contributors to this volume provide state-of-the-art information about the practice of vocational special education. This book will serve as a text

for the student in training as well as a resource for the practitioner in the field. Emphasis is on describing effective vocational programs as well as current research and policy. Each chapter offers case studies that illustrate and clarify the authors' main points. A number of topics, sucy as legislation, are covered in more then one chapter. The unique perspective that each author brings to these topics will help the reader understand the many sides of each topic. References are included throughout and a subject index is provided.

343.
Murphy, Harry J. (Ed.) (1987).

Proceedings of the Second Annual Conference: "Computer Technology/Special Education/Rehabilitation" (California State University, Northridge, October 16-18, 1986). Northridge, CA: California State University, Office of Disabled Students.

special education / vocational rehabilitation / microcomputers

This document contains the proceedings of 25 presentations at the Second Annual Conference on Computer Technology, Special Education, and Rehabilitation. Some of the topics included are computer access for the visually impaired, laserdisc technology, writing labs, computer programs for vocational education, software analysis, etc. References are included with some of these contributed papers.

344.
Voeltz, Luanna M.; & Evans, Ian M. (1983).

Educational validity: Procedures to evaluate outcomes in programs for severely handicapped learners. Journal of the Association for the Severely Handicapped, 8(1), 3-15.

program evaluation / educational outcomes / special education / behavioral analysis

Documentation of positive outcomes for severely handicapped learners as a function of their educational programs is receiving increased attention as the major focus of program development, monitoring, and evaluation efforts. At the same time, those strategies that have been used predominantly to determine program effectiveness -- particularly single-subject experimental designs and developmentally based assessments -- are being challenged as inadequate methods for accomplishing this task. This paper outlines existing concerns and argues for the general evaluative concept of educational validity. Suggestions are provided for measuring the three criteria that are essential components of

educational validity. Also emphasized is the professional's obligation to advocate on behalf of program needs based upon knowledge and professional judgment.

345.
Snell, Martha E.; & Browder, Diane M. (1986).

Community-referenced instruction: Research and issues. Journal of the Association for Persons with Severe Handicaps, 11(1), 1-11.

normalization / behavior analysis / community integration

This review addresses some of the more crucial teaching and learning issues that arise when community-referenced instruction is applied to persons with severe disabilities. These issues include environmental assessment, task analysis, trial sequencing, control, empirical and social validity, and measurement. A stimulus set of standards that emerged from the literature reviewed was presented to guide and evaluate future community-referenced research.

346.
Benz, Michael R.; & Halpern, Andrew S. (1986).

Vocational preparation for high school students with mild disabilities: A statewide study of administrator, teacher, and parent perceptions. Career Development for Exceptional Individuals, 9(1), 3-15.

attitudes / parent involvement / vocational training / secondary education / Oregon

The purpose of this article is to describe the most pertinent findings of a recent statewide (Oregon) study by the authors to examine a full array of secondary special education programs from the perspective of three groups: administrators, teachers, and parents. Results are presented for the three areas: (a) current vocational opportunities, (b) coordination of opportunities, and (c) areas in greatest need of improvement. Tables and references are included.

347.
Gaylord-Ross, Cory; Forte, Joyce: & Gaylord-Ross, Robert (1986).

The community classroom: Technological vocational training for students with serious handicaps. Career Development for Exceptional Individuals, 9(1), 24-33.

California / vocational training / community integration / Chevron Research Co.

This article describes a community-based, vocational training program for students with severe handicapping conditions. Students were taught technological work tasks in a research laboratory setting (Chevron Research Co.). The goal of the program was for students to acquire appropriate work behaviors as well as specific technological job skills that would generalize to future employment settings. Results suggest community vocational training programs offer a promising vehicle for reversing the high rates of unemployment among disabled adults. References are included.

348.
Linari, Ronald F.; & Belmont, Robert M. (1986).

2001: Employment odyssey or opportunity for persons with handicapping conditions? Career Development for Exceptional Individuals, 9(1), 34-41.

employment patterns / vocational education / special education

This article describes major economic and technological trends which will impact on the employment of individuals with handicapping conditions. In light of these trends, the role of vocational education in preparing individuals with handicapping conditions for work is discussed and recommendations are made. References are included.

349.
Sarkees, Michelle; Batsche, Catherine; & McCage, Ron (1986).

Nexus between competency-based education and vocational planning for students with handicapping conditions: A model [Brief report]. Career Development for Exceptional Individuals, 9(1), 42-49.

vocational education / curriculum / individualized education program (IEP) / V-TECS special needs model

The purpose of this article is to describe a method to link a competency-based vocational curriculum that reflects current industry standards with the educational planning components of the IEP. V-TECS special needs model is outlined and discussed as being an appropriate vehicle for systematic communication between vocational teachers and special education teachers. References are included.

350.
Porter, Mahlon E.; & Stodden, Robert A. (1986).

A curriculum-based vocational assessment procedure: Addressing the school-to-work transition needs of secondary schools. Career Development for Exceptional Individuals, 9(2), 121-128.

vocational evaluation / curriculum / vocational education

This paper describes a curriculum-based vocational assessment (CBVA) model and its implementation in U.S. Department of Defense Dependents Schools (DODDS), Germany Region. Results suggest that CBVA procedures for handicapped youth are effective in transitioning them to community employment sites.

351.
Bullis, Michael; & Foss, Gilbert (1986).

Guidelines for assessing job-related social skills of mildly handicapped students. Career Development for Exceptional Individuals, 9(2), 89-97.

social skills / work environment / evaluation

This article describes assessment procedures related to job-related social competence for mildly handicapped people. Toward this end two areas are discussed. First, a theoretical foundation for examining job-related social skills is presented. Next, examples of assessment approaches reflecting the different aspects of the model are reviewed. In summary, implications for practice and research are drawn. References are included.

352.
Weicker, Lowell P., Jr. (1987).

A look at policy and its effect on special education and vocational rehabilitation services. Career Development for Exceptional Individuals, 10(1), 6-9.

Educational of All Handicapped Children Act PL 94-142 / policy research / interagency cooperation

Senator Weiker discusses federal legislation effects on special education, vocational rehabilitation services, and transitional services. He concludes with an emphasis on business and industry's responsibility to see that young people with disabilities continue their educational development into adulthood. He stresses partnerships among schools, businesses, and federal, state and

local governments as critical in ensuring that disabled individuals have the range of services and opportunities necessary to assist them in being independent, productive, and fully integrated into the mainstream of society.

353.
Cobb, Brian; & Hasazi, Susan Brody (1987).

School-aged transition services: Options for adolescents with mild handicaps. Career Development for Exceptional Individuals, 10(1), 15-23.

job placement / program development / secondary education / transition

This paper focuses on those programs and services at the high school level that can meet the transitional service(s) needs for mildly handicapped students. Particularly important for these programs is the inclusion as part of their curricula employment placement or postsecondary education placement outcomes as well as academic achievement outcomes. Eight exemplary program elements are presented and appear to best support the transitional service needs of mildly handicapped school-age students. References are included.

354.
Vandercook, Terri (1987).

The school administrator's role in providing vocational community-based programming for students with severe mental disabilities. Career Development for Exceptional Individuals, 10(1), 24-32.

vocational education / curriculum / program development / school administrators

This paper examines current vocational education practices and general curriculum issues related to the education of students with severe disabilities, describes a model program for providing successful vocational programs, and makes recommendations for ways in which administrators can facilitate the development of such programs.

355.
White, Stephen (1987).

Least restrictive employment: The challenge to special education. Career Development for Exceptional Individuals, 10(1), 33-41.

special education / vocational training / least restrictive environment

This paper describes two training models to illustrate how least restrictive employment can be implemented for disabled students with a variety of abilities. The vocational skills training model prepares those students who are likely to become competitively employed for locally referenced entry-level occupations, while the high visibility low-incidence model is designed for severely disabled students who are unlikely to become competitively employed. These models are presented as a foundation for a secondary special education program that has as its goal least restrictive employment with maximum opportunity for career advancement, job security, and job satisfaction for each student. References are included.

356.
Margalit, Malka; & Cassel-Seidenman, Ruth (1987).

Life satisfaction and sense of coherence among young adults with cerebral palsy. Career Development for Exceptional Individuals, 10(1), 42-50.

cerebral palsy / attitudes / quality of life / Sense of Coherence Scale (SOCS)

The aim of the study presented in this article was to investigate levels of life satisfaction and sense of coherence among young adults with cerebral palsy. These subjective measures were related to the educational, vocational, and social aspects of their lives. Method and results are discussed. References are included.

357.
Rocky Mountain Resource and Training Institute (1987, Fall).

Marketing supported employment [Special Issue]. Avant Garde (A quarterly newsletter). Denver, CO: Author.

supported work / marketing / Colorado / attitudes

This special issue of Avant Garde is devoted to the strategies involved in marketing supported employment services to prospective employers and businesses.

358.
Berkell, Dianne E. (1987).

Vocational assessment of students with severe handicaps: A review of the literature. Career Development for Exceptional Individuals, 10(2), 61-75.

vocational evaluation / literature review / vocational rehabilitation

This article, through an examination of the literature, presents an overview of the current state of the art of vocational assessment for people with severe handicaps. Student abilities that are typically evaluated are discussed, along with descriptions of the various procedures traditionally used to obtain evaluation information in these areas. The need for the development of assessment strategies that are designed to assist students in succeeding in job training programs rather than traditional instruments that identify student deficits, thereby limiting access to training opportunities, is recommended. References are included.

359.
Dick, Marlene A. (1987).

Translating vocational assessment into transition objectives and instruction. Career Development for Exceptional Individuals, 10(2), 76-84.

vocational evaluation / career guidance / Missouri / individualized education program (IEP) / model programs

This article describes (1) the critical role of vocational assessment in providing appropriate career programming for students with special needs, and (2) a process developed by a consortium formed in Kansas City in 1984 which systematically translated vocational assessment results into IEP objectives and instruction for transition. Three concerns that may often arise in schools implementing vocational assessment are addressed: (a) providing appropriate vocational assessment to all, (b) adequate use of assessment results, and (c) inclusion of transition objectives and instruction. References are included.

360.
Campbell, Pamela; Hensel, James W.; Hudson, Pam; Schwartz, Stuart E.; & Sealander, Karen (1987).

The successfull employer worker with a handicap: Employee/employer perceptions of job performance. Career Development for Exceptional Individuals, 10(2), 85-94.

employer involvement / attitudes / social skills / job retention / work behavior

Successful employment of individuals with handicaps has received considerable attention in recent years, especially with regard to the transition from school to the world of work. Certain skills

may be critical not only for the transition process but also for continued employment. Agreement between employees and their employers as to the presence or absence of certain skills in the work setting might facilitate a successful work experience. The purpose of this study was to examine whether there are differences between successfully employed workers with handicaps and their employers with regard to the existence or demonstration of learning, work habit, and independence behaviors in the work place. References are included.

361.
Glascoe, Frances P.; & Levy, Sidney M. (1987).

The work behavior of employees with and without handicaps. Career Development for Exceptional Individuals, 10(2), 95-106.

social skills / job retention / vocational training / work behavior

The purpose of this article is to characterize the work and work-related social behaviors of workers without handicaps and to view the similarities and differences between workers with and without handicaps. The significance of this characterization is that it validly and empirically defines desirable vocational behaviors. The findings should be useful in setting instructional objectives and in making placement decisions for students and employees with handicaps.

362.
Agran, Martin (1987).

Teaching self-control procedures to individuals who are mentally retarded. Career Development for Exceptional Individuals, 10(2), 107-115.

self-control training / work behavior / social skills

Self-control training represents an effective training technology to facilitate the employment success of people who are mentally retarded. Self-control strategies are examined and recommendations for better dissemination of this information to service providers are made. References are included.

363.
Burleigh, Douglas L. (1987).

Partnerships in rehabilitation: Tradition and challenge. American Rehabilitation, 13(2), 12-13, 29-31.

vocational rehabilitation / interagency cooperation / policy research

This article provides a historical perspective and rationale for vocational rehabilitation for the disabled and maximum utilization of cooperative arrangements to facilitate vocational rehabilitation and employment.

364.
Wright, George N. (Ed.) (1987).

Research on professional rehabilitation competencies [Special issue]. Rehabilitation Counseling Bulletin, 31(2).

job satisfaction / rehabilitation counseling / professional competencies

This special issue of research reports addresses the importance and attainment of competencies for rehabilitation practitioners. The information presented was derived from national studies conducted at the University of Wisconsin-Madison through a grant from the National Institute on Disability and Rehabilitation Research to the National Council on Rehabilitation Education. The three-year funded project (through 9/87) is the first empirically based effort to simultaneously investigate the three major specializations (rehabilitation counselors, vocational evaluators, and job placement specialists) across three primary employment settings (public, private non-profit, and private for-profit). The findings have implications useful to professional workers concerned with self-development, to supervisors and administrators interested in improving selection and utilization of personnel, and to federal officials responsible for planning research and training programs. Moreover, these studies provide an empirical basis for constructing a theory of a multidimensional rehabilitation counseling profession. References are included throughout this volume.

365.
Nietupski, John; Hamre-Nietupski, Susan; Clancy, Patrick; & Veerhusen, Karen (1986).

Guidelines for making simulation an effective adjunct to in vivo community instruction. Journal of the Association for Persons with Severe Handicaps, 11(1), 12-18.

vocational training / simulation training / in vivo instruction / community integration

A recent controversy has arisen over the relative merits of simulated versus in vivo community instruction. The view presented here is that in cases where in vivo instruction alone is unfeasible, practitioners should employ both training formats in a concurrent fashion. Accordingly, five guidelines for making

simulated instruction a more effective adjunct to community instruction are presented and discussed. Future research needs in this area also are suggested.

366.
Nisbet, Jan; & Vincent, Lisbeth (1986).

The differences in inappropriate behavior and instructional interactions in sheltered and nonsheltered work environments. The Journal of the Association for Persons with Severe Handicaps, 11(1), 19-27.

work behavior / sheltered workshops / productivity

The purpose of this study was to examine and compare the nature and frequency of the instructional interactions and work-related behavior of 15 workers in nonsheltered vocational environments to 15 workers in sheltered environments. Workers in nonsheltered and sheltered environments were observed using a discontinuous time sampling procedure for approximately three 1-hour sessions. Data were collected during work and break times on instructional interactions between the workers with disabilities and their co-workers and supervisors. Additionally, data were collected on the frequency of eight categories of behavior labeled as inappropriate by observers. The results revealed that the workers in nonsheltered environments engaged in significantly more instructional interactions with supervisors and exhibited significantly fewer occurrences of inappropriate behavior.

367.
Kayser, Joan E.; Billingsley, Felix F.; & Neel, Richard S. (1986).

A comparison of in-context and traditional instructional approaches: Total task, single trial versus backward chaining, multiple trials. Journal of the Association for Persons with Severe Handicaps, 11(1), 28-38.

special education / generalization / chaining / task analysis

The effects of two instructional strategies were compared in a combined, multiple baseline-crossover design. Total task, single trial instruction and backward chaining, multiple trials instruction were used in a program designed to teach eight children with severe handicaps how to make a snack. Students' behaviors were assessed in both training and generalization settings. Total task, single trial instruction resulted in clearly superior acquisition of independent steps in the training setting for three of the eight students and less substantial effects for two students. For three students, differences between the two methods were negligible or nonexistent in terms of independent steps. In

all cases, instructional time was substantially less for total task, single trial instruction than for backward chaining, multiple trials instruction. Findings related to generalization were mixed. Implications and limitations are discussed and issues for future research are delineated.

368.
Schleien, Stuart J.; & Larson, Angela (1986).

Adult leisure education for the independent use of a community recreation center [Brief report]. Journal of the Association for Persons with Severe Handicaps, 11(1), 39-44.

independent living / leisure skills / Minnesota

The purpose of this study was to implement and evaluate a leisure education training program designed to teach the complete and functional use of a community recreation center to two adults with severe mental retardation. Since these individuals resided in a group home in close proximity to the recreation center, this recreation program was deemed socially valid by group home and park board staff. Community recreation center use by nonhandicapped citizens of the neighborhood was utilized in this program as the training standard.

Within a multiple baseline design across three recreational activities involving the recreation center, the participants acquired the skills necessary to access and use the recreational facility without the presence of the care provider. Results demonstrated that individuals with severe mental retardation could (a) acquire age-appropriate leisure skills to independently use a neighborhood center; (b) access a neighborhood recreation center in the absence of the residential care provider; and (c) partially, but effectively, interact with agency staff concerning personal preferences of recreational activities.

369.
Hanley-Maxwell, Cheryl; Rusch, Frank R.; Chadsey-Rusch, Janis; & Renzaglia, Adelle (1986).

Reported factors contributing to job terminations of individuals with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 11(1), 45-52.

job retention / productivity / social skills

This study examined factors reported to contribute to job terminations of adults with disabilities. Fifty-one terminations were investigated utilizing three job termination categories. The most frequently reported causes for job loss were problems in the areas of character and/or production. Social awareness, character,

and/or production accounted for more than 80% of all terminations. Results indicated that the majority of job terminations were due to reasons classified as social reasons, and when production problems were reported, the presence of social problems was associated with a greater likelihood of job terminations.

370.
McDonnell, John; Wilcox, Barbara; & Boles, Shawn M. (1986).

Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 11(1), 53-60.

transition / program development / interagency cooperation

Transition of students with severe handicaps from school to community life has become a principle concern of parents, advocates, and professionals. The failure of students with disabilities to access appropriate vocational and residential services following school has highlighted the need for comprehensive transition planning at both an individual and systems level. Through interviews with state administrators of educational, vocational, and residential services, this study attempted to define the scope of the postschool service needs of individuals exiting public school programs on a national level. The results of the survey are discussed in terms of the implications for state agencies in effectively planning the transition of students with severe handicaps from school to postschool services.

371.
Phelps, L. Allen; Chaplin, Carolyn; & Kelly, Alice (1987).

A parent's guide to vocational education. News Digest, 8, 1-10. Washington, DC: National Information Center for Handicapped Children and Youth.

parent involvement / vocational education / career guidance

This guide was written to assist parents in planning and monitoring their child's vocational education, and describes the elements of a high quality vocational education program. Outlined are important roles and questions parents should address in working collaboratively with professionals to provide meaningful, appropriate vocational educational plans. The primary focus in this paper is on general considerations and specific strategies for providing vocational education to students with mild disabilities. References are included.

372.
Hughes, Carolyn; & Petersen, Dan L. (1988).

Utilizing a self-instructional training package to increase on-task behavior and work performance. Manuscript submitted for publication.

work behavior / self control training / sheltered workshops

The effects of a self-instructional training package on the on-task behavior of four adults with mental retardation employed in a sheltered workshop were investigated. The subjects chosen had been identified by their work supervisors as persons who exhibited a high incidence of off-task behavior. Results of the study indicated that on-task behavior increased substantially across all subjects following self-instructional training, and that behavior generalized from the training setting to the actual work environment.

373.
Vogelsburg, R. Timm; & Rusch, Frank R. (1979).

Training severely handicapped students to cross partially controlled intersections. AAESPH Review, 4(3), 264-273.

independent living / behavior modification / street crossing

In this study three severely handicapped school-aged students were trained to cross the street. The students were provided preinstruction, instructional feedback, and selective repeated practice to acquire the skills to cross the street at partially controlled intersections; selective repeated practice was introduced only when physical assistance was required on those skills students found particularly difficult to learn; a rehearsal and model phase was eventually used to promote independent street crossing. Results of the multiple baseline design indicated that instructional feedback was sufficient in training the approach and walk behaviors, but selective repeated practice was required to establish the look responses. Future research is suggested in the areas of training two-behavior versus four-behavior chains, using repeated practice to facilitate acquisition and teach independent decision making to severely handicapped students.

374.
Spears, Debora L.; Rusch, Frank R.; York, Robert; & Lilly, M. Stephen (1981).

Training independent arrival behaviors to a severely mentally retarded child. Journal of the Association for the Severely Handicapped, 6(2), 40-45.

independent living / arrival behavior / behavior modification

The present investigation sought to teach a sequence of arrival behaviors to a severely mentally retarded child living in an institution. The sequence consisted of three behavior clusters: walking to the building from the school bus, locating the bedroom and depositing a schoolbag and coat, and locating and entering a playroom. A multiple baseline design with a reversal component was used. In multiple baseline fashion, pacing prompts were introduced on selected subtasks in two of the three behavior clusters, with a resulting increase in independence in arriving home from school. Withdrawal and reintroduction of the pacing prompts, representing the reversal component, unequivocally established that increases in independent arrival behavior were attributed to the pacing prompts.

375.
Barnes, Kathy; Schock, Peggy; & Schwarzentraub, Gerry (1987).

Final report: Project L.I.V.E.: Learning independence in varied environments. Stockton, CA: Stockton Unified School District. (Comp. No. 84.158C - OSERS File No. 40)

final report / Project L.I.V.E. / California / independent living

The purpose of Project L.I.V.E. was to provide a number of mentally retarded students in the Stockton Unified School District with a community-based instruction program leading to employment and independent living. A curriculum was developed and implemented for this purpose. This final report documents the objectives, accomplishments, and slippages of Project L.I.V.E. Appendixes are included.

376.
Whittier Union High School District (1988).

Evaluation report for Comprehensive Transition Model Vocational Training Program. Whittier, CA: Author. (Comp. No. 84.158A - OSERS File No. 21)

final report / California / vocational training / Comprehensive Transition Model Vocational Training Program

This final project report from Whittier Union High School District provides a comprehensive discussion of the project, which has developed a model program that can assist handicapped youth in transition from school to work through vocational training. It includes an overview, list of accomplishments, presentation of population characteristics, evaluation results, products developed, and dissemination activities. Conclusions and recommendations are made. An appendix is included.

377.
Spencer, Bruce D.; Sebring, Penny; Campbell, Barbara; & Carroll, C. Dennis (1987).

Contractor report: High school & beyond. Third follow-up (1986). Sample design report. Chicago, IL: National Opinion Research Center (NORC). [Sponsoring Agency: Center for Educational Statistics. OERI. U.S. Department of Education]

data analysis / follow-up studies / educational outcomes / employment outcomes / secondary education

The High School and Beyond third follow-up survey was conducted during the spring of 1986. This report provides information that fully documents major technical aspects of the third follow-up sample selection and implementation, describes the weighting procedures, examines the possible impact of nonresponse on sample estimates, and evaluates the precision of estimates derived from the sample. A thorough understanding of the third follow-up sample design requires familiarity with the base year design. The present report reviews the base year sample design but does not discuss it in detail. Readers who want more detailed information about the base year sample should consult the High School and Beyond base year Sample Design Report.

378.
Whittier Union High School District. Career Assessment Center (1988).

Dissemination manuals of programs. Whittier, CA: Author. (Comp. No. 84.158A - OSERS File No. 21)

California / Whittier Union High School District / vocational education / job placement

This compendium of manuals accompanied the final report of Whittier Union High School District. Included are manuals on operations, the career education/transition program, vocational counseling, vocational education, and job development and placement.

379.
Lang, Eileen; Hoover, Tracy; & Schloss, Patrick (1987).

Competitive placement and training manual: PROGRESS. State College, PA: The Association for Retarded Citizens, Centre County, Pa., Inc. (Comp. No. 84.023G - OSERS File No. 66)

Project PROGRESS / Pennsylvania / vocational special needs education

The purpose of this manual is to assist agencies in the development, implementation and maintenance of a competitive work skills training and placement program for severely developmentally disabled youths. It reflects the philosophy of the PROGRESS model which is designed to broaden the scope of vocational special needs education for developmentally disabled individuals and prepare these individuals to become productive members of the work force. This manual is divided into nine sections: PROGRESS model, staff qualifications and responsibilities, clientele referral, job procurement, dynamic assessment, school to work linkages, reviewing placement, linkage to the Office of Vocational Rehabilitation, and additional agency support.

380.
Bupp, Donna M. (1987).

Final evaluation report. Project name: PROGRESS (Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society). State College, PA: The Association for Retarded Citizens, Centre County, Pa., Inc. (Comp. No. 84.023G - OSERS File No. 66)

final report / Pennsylvania / Project PROGRESS

The purpose of Project PROGRESS was to develop and implement a model competitive work skills training and placement program for developmentally disabled students. During its three project years, PROGRESS met or exceeded a majority of its seven goals. This final report documents in detail the goals, objectives, and activities outlined for the project as well as identifying accomplishments and slippages during the three project years. Appendixes are included.

381.
Johnston, William B.; & Packer, Arnold E. (1987).

Workforce 2000: Work and workers for the 21st century. Indianapolis, IN: Hudson Institute, Inc.

labor supply / social predictions / policy research / Workforce 2000

The purpose of this research study, commissioned by the U.S. Department of Labor, is to provide basic information on the future labor market and employment trends, so that evaluation of current public policies can be made and new policy initiatives undertaken. The following four key trends have been identified by the Hudson Institute researchers as ones which will shape the last years of the 20th century: (a) the American economy should grow at a relatively healthy pace, (b) U.S. manufacturing will be a much smaller share of the economy in the year 2000, (c) the workforce

will grow slowly, becoming older, more female, and more disadvantaged, and (d) the new jobs in service industries will demand much higher skill levels. Figures and tables illustrate findings throughout this monograph.

382.
Cole, Robert E. 1987.

Moving persons with disabilities into workforce 2000.
1987 Mainstream Annual Conference Keynote Address, Washington, DC.

labor supply / social predictions / job matching / Project LINK / Workforce 2000

In his keynote address, Cole addresses the challenge which the Workforce 2000 study (see Entry No. 381) presents with projected statistics on employment and a shrinking workforce. If the disability community is to become a factor in the future then the level of consciousness of the employer community about the reliability, performance, and productivity of the disabled worker has to be raised. He suggests ways in which this can be accomplished, including promoting computerized job banks which match disabled workers to openings in business/industry.

383.
Brock, William E. (1988).

Workforce 2000 agenda recognizes lifelong need to improve skills.
Monthly Labor Review, 3(2), 54-56.

labor supply / social predictions / Workforce 2000

Former Secretary of Labor William Brock discusses the findings and implications of the Labor Department's study, "Workforce 2000." Particularly, he points to the "window of opportunity" which will open to minority youth, handicapped, and others with longstanding employment problems as a result of a convergence of trends which will cause a shortage of workers, particularly at the entry level.

384.
Ash, Paul (1987).

Educator's guide to exemplary special education curricula: Results of a national field based survey (1987): Reinventing wheels.
Indiana Federation Council for Exceptional Children Newsletter, 24(4), 1-11.

curriculum / special education

This is a complete listing of exemplary special education curricula as reported through the Indiana Department of Education's National Special Education Curricula Survey.

385.
Stodden, Robert A.; Browder, Phyllis Meighen; Boone, Rosalie; Patton, James R.; Hill, Michele; Fickens, James; Cushner, Hyla; & Nishimoto, Joanne (1987).

Parent training guide. Honolulu, HI: Hawaii Transition Project. Department of Special Education. University of Hawaii-Manoa. (Comp. No. 84.158A - OSERS File No. 25)

parent involvement / Hawaii / individualized transition plans

This guide is designed to assist parent trainers and workshop sponsors to implement training which will provide parents of disabled adolescents and young adults with basic knowledge needed to plan effectively for the future of their sons/daughters. The guide has two major components: (a) a workshop planning manual, and (b) parent training modules. The planning manual can be used to facilitate decision making regarding workshop planning variables, e.g., audience selection, identification of goals and objectives, workshop scheduling, publicity, and evaluation. The material in the seven modules found in component two of the guide was utilized in Hawaii by the Hawaii Transition Project and the Special Parents' Network (SPIN) to acquaint parents of Hawaii's special needs youth with concerns surrounding the transition of disabled youth from secondary schools into adult community environments.

386.
Office of Special Education and Rehabilitative Services. Department of Education (Producer) (1988).

Supported employment: It works [Videocassette]. Washington, DC: Producer.

supported work / attitudes / job coach / employer involvement / independent living

This two-hour color video of a February, 1988 telecast is about choices the severely disabled have in regard to real jobs, real pay and independent living. A moderator (Dave Molinaro, West Virginia Research and Training Center) leads this program through the evolution, unique characteristics, integrated programs, wages, long term support, and successful applications of supported employment, a major federal initiative. Experts in the field are included in discussions and field telephone questions which were called in to them (live). A companion resource manual is mentioned as being available with this informational video.

387.
Marr, John N.; & Roessler, Richard T. (1986).

Behavior management in work settings [Special edition. Richard J. Baker Memorial Monograph.] Vocational Evaluation and Work Adjustment Bulletin, #2.

work behavior / job retention / behavior modification / social skills

This monograph discusses behavior modification approaches designed to minimize work adjustment problems and maximize employability skills to improve a handicapped individual's chances to keep a job, and advance on the job over time. It can be used by rehabilitation professionals as an important job maintenance resource.

388.
Hanley-Maxwell, Cheryl; & Lincoln, Mary Barbara (n.d.).

Project abstracts. Champaign, IL: Illinois Supported Work/Employment Technical Assistance and Evaluation Project. Office of Career Development for Special Populations. University of Illinois. (Sponsored by Governor's Planning Council on Developmental Disabilities, Department of Mental Health and Developmental Disabilities, and Department of Rehabilitation Services.)

Illinois / ISEP / directories

Abstracts of 37 state-funded supported work/employment projects in Illinois are included in this monograph.

389.
Gardner, James F.; Chapman, Michael S.; Donaldson, Gary; & Jacobson, Solomon G. (1988).

Toward supported employment: A process guide for planned change. Baltimore, MD: Paul H. Brookes Publishing Company.

supported work / program development

This manual provides hands-on information for facilitating the change from a segregated work activity program to a supported employment program. Key elements of change are introduced, change-related variables that must be controlled are identified, and roles and responsibilities of management and key staff are defined. Plans for conducting a market analysis are included, as well as assessing workers' needs and skills, inventorying staff capabilities, and designing organizational structures for the conversion process. References are included.

390.
Lichtenstein, Stephen J. (1987).

A study of selected post-school employment patterns of handicapped and nonhandicapped graduates and dropouts. (Doctoral dissertation, University of Illinois, 1987).

dropouts / follow-up studies / employment outcomes / High School and Beyond: A national longitudinal study for the 1980's

This study investigated the post-school employment patterns of handicapped and nonhandicapped graduates and dropouts in the 1980 sophomore cohort of the second follow-up files of High School and Beyond. Descriptive and inferential statistical methods were used to examine the factors associated with employment status, type of first job held after high school, hours worked per week, income earned, and duration of employment. A unique feature of this study is its examination of the population of high school dropouts with specific handicapping conditions. Based on the results, individuals with mild handicaps, who were most likely mainstreamed, appear not to share the dramatically low employment rates and specific outcomes reported for those with moderate or severe handicapping conditions. However, it is apparent that certain patterns exist in selected educational and employment measures that suggest lower levels of achievement and performance among those who identified themselves as handicapped in comparison to their nonhandicapped peers. The implications for transition policy and practice are to modify the traditional career attainment options and pathways thought to encompass most individuals with disabilities.

391.
Jenkins, Joseph R.; Deno, Stanley L.; & Mirkin, Phyllis K. (1979).

Measuring pupil progress toward the least restrictive alternative. Learning Disability Quarterly, 2(4), 81-91.

individualized education program (IEP) / special education

Urgent discussions of how to measure student progress toward special education program goals have begun to appear with greater frequency. The factors that seem to be most influential concerning pupil progress measurement are those associated with PL 94-142. Now, IEP's must be written that include specific objectives and time lines for monitoring program success. In addition, the "least restrictive environment" requirement implies that objectives be written, and progress be monitored relative to the skills required for placement and maintenance in the regular classroom. The present paper outlines the uses of pupil progress measurement, the

desirable characteristics of progress measurement systems, and includes an evaluation of the adequacy of currently available data systems. Finally, two relatively recent alternatives to pupil progress measurement are recommended.

392.
Maher, Charles A.; & Barbrack, Christopher R. (1980).

A framework for comprehensive evaluation of the individualized education program (IEP). Learning Disability Quarterly, 3(3), 49-55.

individualized education program (IEP) / evaluation

This article describes an Evaluation Framework that allows for comprehensive evaluation of the individualized education program (IEP). Within the Framework, IEP evaluation is seen as a multifacedted process, undertaken by an IEP evaluator, in order to provide evaluation information to IEP planners and implementers on various aspects of the IEP. Thus, through the systematic use of the Framework, information is obtained about the design of the IEP by means of an evaluability assessment; information about the operations of the IEP by means of a process evaluation; information about the outcome of the IEP by means of an outcome evaluation; information about the usefulness of the IEP by means of a consumer evaluation. The discussion focuses on appropriate utilization of each evaluation strategy. In addition, several potential problems related to implementation of the Evaluation Framework are highlighted and suggestions are offered for their resolution.

393.
Mori, Allen A. (1980).

Career education for the learning disabled -- Where are we now? Learning Disability Quarterly, 3(1), 91-101.

learning disabilities / career guidance / program evaluation

Meeting the unique career education needs of the learning disabled requires appropriate, systematic models for career education development. Currently, few such programs are available because of the reluctance of secondary learning disabilities teachers to abandon the remedial academic model. The author traces some of the current trends in career education for the learning disabled and presents a model for providing career education to secondary learning disabled students.

394.
Garten, Ann; Hulbert, Dan; Rosenberg, R.; Vierling, Lee (Producer); & Bolton, Bonnie (1987).

The best that you can be [Videocassette]. Whittier, CA: Career Assessment & Placement Center. (Comp. No. 84.158A - OSERS File No. 21)

California / community integration / vocational training / independent living

The Career Assessment & Placement Center, Whittier, CA, provides services to those individuals with mild to severe handicaps for gaining independent living skills and employment within a community setting. This video focuses on training in the community for gaining independent living skills, recreational skills, and job skills. Real work programs are viewed and employers, job coaches, and clients are interviewed.

395.
Garten, Ann; Hulbert, Dan; Rosenberg, R.; Vierling, Lee (Producer); & Bolton, Bonnie (1987).

Help Wanted [Videocassette]. Whittier, CA: Career Assessment & Placement Center. (Comp. No. 84.158A - OSERS File No. 21)

California / community integration / vocational training / independent living

This video provides prospective employers of the Career Assessment & Placement Center's clients the chance to see what services the Center can provide to them in the way of training and job coaches support, and subsequent cost-effectiveness benefits. Situational assessment of clients is provided in real work settings so as to maximize matching the individual to the appropriate job. Employers and employees are interviewed.

396.
Du Pont de Nemours and Company (1982).

Equal to the task: 1981 Du Pont Survey of Employment of the Handicapped. Wilmington, DE: Author.

Du Pont de Nemours and Company / employer involvement / advocacy / accommodations

This booklet describes the 1981 survey conducted by Du Pont of its handicapped employees' performance as compared to nonimpaired co-workers. In safety, job duties, and attendance, the

handicappped hold their own. Results bear out the conclusion that, given the opportunity, handicapped employees are "equal to the task." Findings from this survey can provide direction for future hiring and placement practices of handicapped personnel.

397.
Okolo, Cynthia M.; & Sitlington, Patricia (1986).

The role of special education in LD adolescents' transition from school to work. Learning Disability Quarterly, 9(2), 141-155.

learning disabilities / special education / transition

Despite increasing interest in the transition of handicapped youth from school to postsecondary training and employment, available data indicate that few secondary-school special education programs provide relevant services. This article gives a rationale for and a delineation of the types of services which can facilitate the transition process for learning disabled (LD) adolescents. First, the authors review recent studies of LD individuals' vocational adjustment and identify the skills needed for successful transition to the world of work. Current practices in secondary special education and vocational education are then discussed. The authors conclude that secondary special education programs should provide six types of vocationally relevant activities: (a) occupational awareness, exploration, and basic work experience; (b) indepth career/vocational assessment; (c) instruction in job-related academic skills; (d) instruction in job-related interpersonal skills; (e) support services to other disciplines involved in vocational programming; and (f) post-school placement and follow-up. Finally, recommendations for personnel preparation and future research are suggested.

398.
Schalock, Robert L.; Wolzen, Brent; Ross, Irv; Elliott, Barb; Werbel, Ginger; & Peterson, Kathy (1986).

Post-secondary community placement of handicapped students: A five-year follow-up. Learning Disability Quarterly, 9(4), 295-303.

follow-up studies / rural areas / community integration / Nebraska

This article summarizes data from a five-year longitudinal study involving 108 moderately to severely handicapped students who graduated from rural schools employing a community-based vocational program model providing job exploration and job training. The purpose of the study was to evaluate the students'post-graduation living and work status and to determine the relationship between

this status and 19 predictor variables including student characteristics, school variables, and environmental characteristics.

399.
McGuire, Joan M.; & Shaw, Stan F. (1987).

A decision-making process for the college-bound student: Matching learner, institution, and support program. Learning Disability Quarterly, 10(2), 106-111.

learning disabilities / post-secondary education / parent involvement

Often students, parents and high-school personnel become frustrated in their efforts to track down valid information about support services for LD students on college campuses. This article describes a process designed to help college-bound LD students select a college or university. Three major components should be explored when searching for appropriate postsecondary programs for LD students: (a) characteristics of the LD student, (b) characteristics of the institution, and (c) characteristics of the LD support program. By investigating these variables systematically, college-bound LD students will be better prepared to make an informed decision about their future educational and career goals.

400.
Ferguson, Dianne L.; & Ferguson, Philip M. (1986).

The new victors: A progressive policy analysis of work reform for people with very severe handicaps. Mental Retardation, 24(6), 331-338.

vocational training / supported work / community integration / policy research

Current efforts to reform vocational services for adults with severe disabilities were examined from a historical context of past reform efforts and in relation to larger economic concerns. The meaning of work and the state of the labor force were discussed to establish the need for more comprehensive reforms than are generally called for in the literature. The danger is the unintended exclusion from community participation of those people with the most severe and multiple disabilities through the continued reliance on economic utility as the price of social integration. Suggestions were made for future research, policy, and practice that could help avoid the mistakes of past reform efforts.

401.
Brickey, Michael P.; Campbell, Kenneth M.; & Browning, Lynne J. (1985).

A five-year follow-up of sheltered workshop employees placed in competitive jobs. Mental Retardation, 23(2), 67-73.

follow-up studies / competitive employment / attitudes / parent involvement

Personal interviews conducted in January, 1983 and agency records were used to examine month-by-month vocational histories of 53 sheltered workshop employees placed in competitive jobs in calendar year 1978. Most participants who were still employed after 4-5 years had parents who wanted them to work competitively and had a great deal of influence over them, while those who returned to the workshop or were unemployed did not have such parental support. The study also examined attitudes toward work, friends, advocates, use of community resources, and fiscal considerations.

402.
Martin, James E.; Rusch, Frank R.; Tines, Jeffrey J.; Brulle, Andrew R.; & White, David M. (1985).

Work attendance in competitive employment: Comparison between employees who are nonhandicapped and those who are mentally retarded. Mental Retardation, 23(3), 142-147.

competitive employment / work attendance / social comparison

Work attendance data for individuals who are mentally retarded and nonhandicapped and employed as food service workers in a large midwestern university were examined over a three-year period. No statistically significant differences were found between the workers who are mentally retarded and their nonhandicapped peers across the variables of unexcused absences, excused absences, and sick leave. The nonhandicapped employees were found to work a significantly greater amount of overtime than employees who are mentally retarded and also took significantly more vacations. Differences in terms of financial costs to employers are discussed with a view toward identifying implications for training individuals who are mentally retarded.

403.
Davies, Roger R.; & Rogers, Erna S. (1985).

Social skills training with persons who are mentally retarded. Mental Retardation, 23(4), 186-196.

social skills / community integration / deinstitutionalization

The placement of institutionalized persons with mental retardation in the community has resulted in increased interest in social skills. If persons with mental retardation are to participate in activities with members of their community, they will need to develop skills that promote social interaction. Currently, however, there is little evidence to suggest that deinstitutionalized clients are being adequately integrated into the community. This article will review social skills interventions that have been attempted with persons with mental retardation, beginning with the less complex skills and moving to the multifaceted skills. Summary tables are presented which list the skill(s) taught, the instructioanal methods used, the effectiveness of the intervention and the generalization effects.

404.
Dudley, James R.; & Schatz, Mona Struhsaker (1985).

The missing link in evaluating sheltered workshop programs: The clients' input. Mental Retardation, 23(5), 235-240.

sheltered workshops / program evaluation / quality of work life (QWL)

Clients of sheltered workshop programs are seldom consulted about how these programs are helping them, in part because of the inadequacy of existing methods for eliciting their views. In this ethnographic study, 16 clients of a sheltered workshop were consulted about their work roles and program. The findings reveal their confusions about the workshop's role in helping them, and describes their perspectives on whether to leave the workshops for "outside jobs." Suggestions are provided for enhancing the clients' evaluative role based on the findings and the ethnographic techniques used in the study.

405.
Padin-Rivera, Edgardo; Maurer, Helen; Newbrough, J. R.; Page, Jacqueline; & Simpkins, Celeste G. (1986).

Leadership functions in a work-group clique of adults with mental retardation. Mental Retardation, 24(6), 339-345.

sheltered workshops / social structure / work behavior

The functions of a clique and informal leaders in a work group at a sheltered workshop for adults with mental retardation were examined using ethnographic methods. Two prominent leaders were identified: (a) an instrumental leader (the central figure in an elite clique that influenced social interactions among work-group members) and (b) a socioemotional leader, who helped maintain group cohesion. The elite clique was both respected and resented by

other group members and was very important to the maintenance of group integrity. Both the leadership roles and the clique allowed group members to initiate action within a standing social structure that was not under direct staff influence.

406.
Stark, Jack A.; & Kiernan, William E. (1986).

Symposium overview: Employment for people with mental retardation. Mental Retardation, 24(6), 329-330.

productivity / cost-effectiveness / supported employment

This brief article offers an overview of supported employment and the goal of employment for all persons with disabilities.

407.
Braddock, David (1986).

Federal assistance for mental retardation and developmental disabilities I: A review through 1961. Mental Retardation, 24(3), 175-182.

federal legislation / human services / vocational rehabilitation

The evolution of federal government mental retardation financial assistance programs from the formation of the U.S. Public Health Service in 1798 through the appointment of the President's Panel on Mental Retardation in 1961 was reviewed. In part II of this article (see Entry No. 408), the period since 1961 will be addressed.

408.
Braddock, David (1986).

Federal assistance for mental retardation and developmental disabilities II: The modern era. Mental Retardation, 24(4), 209-218.

federal legislation / human services / vocational rehabilitation

The evolution of federal assistance programs from the issuance of the report of the President's Panel on Mental Retardation in 1962 to the enactment of the Deficit Reduction Act Amendments of 1985 was reviewed. A previous article (see Entry No. 407) addressed the federal role prior to 1961.

409.
Braddock, David; Hemp, Richard; & Howes, Ruth (1987).

Financing community services in the United States: Results of a nationwide survey. Mental Retardation, 25(1), 21-30.

human services / community integration / funding patterns

Results of an analysis of state-federal expenditures for community services between Fiscal Years (FYs) 1977 and 1984 were summarized. Important trends identified include rapid real economic growth in total nationwide community spending, in federal Intermediate Care Facility for the Mentally Retarded reimbursements, and in funds derived from state-source revenues. In real economic terms, however, Title XX/Social Services Block Grant and Supplementary Security Income state supplementation dropped 26% and 10%, respectively; and there was great diversity in states' fiscal patterns. Financing strategies in Nebraska and Michigan, two states leading the community-care movement, were described in detail, and all states were ranked in terms of fiscal effort.

410.
Elder, Jean K. (1988).

Transition from school to work: Changing attitudes and opportunities. Exceptional Parent, 18(1), 27-29.

attitudes / transition / independent living

This article advocates that building a bridge of transition from the schoolroom to the workplace should be the goal of government and private programs for children with disabilities. Changing attitudes and creating opportunities in the work environment will lead to self-sufficiency, productivity, and independent living rather than lifelong dependency.

411.
Wilcox, Barbara (1987).

High school programs for students with disabilities: What should parents expect? Exceptional Parent, 17(6), 37-41.

parent involvement / secondary education / Oregon

Parents need visions of what is possible in high school programs for students with developmental disabilities. Barbara Wilcox describes high school programs in Oregon which emphasize four objectives: building social skills and a social network; building

competence in coping with the demands and opportunities of a complex community environment; building a work history; and ensuring that parents have an active involvement in their children's program and future.

412.
Beckett, Carolyn; & Fluke, Donna (1988).

Supported employment: Parental involvement. Exceptional Parent, 18(1), 20, 24-26.

parental involvement / supported work / advocacy

This article describes a parent training program initiated in Maryland to address the concept of supported employment and popularize it with parents of handicappped children.

413.
Pressman, Harvey (1987).

New roles for parents. Exceptional Parent, 17(1), 36-40.

parent involvement / transiton / independent living

This article provides examples of organized parents' groups and their successful involvement in their handicapped child's transition to employment and independent living.

414.
Eichleay, Kristen; & Pressman, Harvey (1987).

High-tech opens doors. Exceptional Parent, 17(1), 22-24, 26.

microcomputers / vocational training

Employment prospects of people with physical and mental disabilities have been revolutionized by computer technology. Successful placements are highlighted in this article, and prospects for the future are discussed.

415.
DeFazio, Nicholas; & Flexer, Robert W. (1983).

Organizational barriers to productivity, meaningful wages, and normalized work opportunity for mentally retarded persons. Mental Retardation, 21(4), 157-163.

barriers / productivity / sheltered workshops

Sheltered vocational services for mentally retarded persons are analyzed from several organizational, philosophical, and programmatic perspectives. Targets for remedial action are identified.

416.
Brickey, Michael; Browning, Lynne; & Campbell, Ken (1982).

Vocational histories of sheltered workshop employees placed in projects with industry and competitive jobs. Mental Retardation, 20(2), 52-57.

normalization / job placement / Projects With Industry (PWI)

Job placement histories of 73 sheltered workshop employees placed in Projects With Industry (PWI) or competitive jobs in calendar year 1978 are examined during a 30 month period. Of the 27 people placed in PWI positions, 48% are subsequently placed in competitive jobs. Of the 53 competitive placements in 1978, 60% are competitively employed 7-1-80. Job variables such as structure appear to be more important to job success than employee demographic variables such as IQ. Two alternatives to individual job placements are discussed.

417.
Turnbull, Ann P.; & Turnbull, H. Rutherford, III (1982).

Parent involvement in the education of handicapped children: A critique. Mental Retardation, 20(3), 115-122.

parent involvement / Education for All Handicapped Children Act of 1975 / policy research

The policy and legislative (P.L. 94-142) assumptions underlying parent participation in the education of handicapped children are examined in the light of recent research on parent participation. It is argued that the assumptions are based more on what some advocates and policymakers think parents ought to be and do than on universally held parent preferences for participation. A model of parent participation -- graduated according to degrees of participation based on an individualized involvement wherein parents determine the extent of their involvement -- is advanced.

418.
Kohr, Melinda A.; Parrish, John M.; Neef, Nancy A.; Driessen, Joan R.; & Hallinan, Patricia C. (1988).

Communication skills training for parents: Experimental and social validation. Journal of Applied Behavior Analysis, 21(1), 21-30.

parent involvement / social validation / communication skills training

Coordination of professional services on behalf of children often hinges on the involvement of informed parents. The purposes of this study were to identify and experimentally and socially validate skills required of parents for effective communication with professionals. Target skills were identified on the basis of judges' social validation ratings of (a) sample interactions between parents and professionals and (b) the behaviors comprising a resultant task analysis. Eight parents were then trained in these skills via an instructional package. Results of a multiple baseline design across subjects and grouped skill domains showed that each parent acquired the targeted skills during simulated conferences and that correct responding usually generalized to actual conferences. Independent judges validated training outcomes, and participating parents indicated satisfaction with the curriculum.

419.
Foss, Gilbert; & Peterson, Susan L. (1981).

Social-interpersonal skills relevant to job tenure for mentally retarded adults. Mental Retardation, 19(3), 103-106.

social skills / job retention / sheltered workshops

Social-interpersonal behavior areas most relevant to job tenure for mentally retarded adults are identified. Respondents to a questionnaire designed to identify these behavior areas are 64 job placement personnel in sheltered workshops in 11 western states. A high level of agreement among the respondents is noted. Three of the four areas identified as most relevant to job tenure for mentally retarded adults are concerned directly with the supervisor-worker relationship.

420.
Brickey, Michael; & Campbell, Ken (1981).

Fast food employment for moderately and mildly retarded adults: The McDonald's Project. Mental Retardation, 19(3), 113-116.

job retention / disincentives to work / fast food industry

To reduce employee turnover (175% crew turnover in 1979), McDonald's restaurants entered into a project with the Franklin County Program for the Mentally Retarded. Seventeen moderately and mildly retarded sheltered workshop employees were trained and placed in McDonald's restaurants. One year year later, 10 were still employed (turnover rate of 41%). Three of seven who left

did so to take full-time jobs. Second year turnover was 0%. Participants' net incomes for part-time employment (after deduction of taxes, bus fare and eventual discontinuation of Social Security and/or Supplemental Security Income benefits) were substantially lower than if they had stayed at the workshop. The study points out the employability of moderately and mildly mentally retarded adults in fast food restaurants and the need for financial incentives and/or full-time employment to make such employment financially advantageous.

421.
Walls, Richard T.; Crist, Kerry; Sienicki, Deborah A.; & Grant, Lyle (1981).

Prompting sequences in teaching independent living skills. Mental Retardation, 19(5), 242-245.

independent living / chaining

The effects of three prompting sequences on the acquisition of independent living skills with mild and moderately mentally retarded vocational rehabilitation clients are examined. A least-to-most restrictive sequence, a most-to-least restrictive sequence and a within-mode physical guidance fading procedure were examined. Higher aptitude subjects made fewer errors, made a greater proportion of correct responses and required less time to master the tasks. However, no differences were attributable to the prompting sequences.

422.
Summers, Jean Ann (1981).

The definition of developmental disabilities: A concept in transition. Mental Retardation, 19(6), 259-265.

Developmental Disabilities Act (PL 95-602) / policy research / program development

The definition of developmental disabilities clarifies the functional intent of the Developmental Disabilities Act (PL 95-602), but it raises many questions. Issues discussed include the advantages of labeling, individualizing, and the prescriptive potential of the definition. Problems include complexities in implementation, inconsistencies in the Act itself, and a reduced constituency. There is also a possibility that the definition over-emphasizes severity and that the developmental distinction may be obsolete. Implications of all these issues and the potential leadership role of the developmental disability program in coordinating services for all disabled persons are discussed.

423.
Martin, Andrew S.; & Morris, Jerry L. (1980).

Training a work ethic in severely mentally retarded workers -- Providing a context for the maintenance of skill performance. Mental Retardation, 18(2), 67-71.

behavior modification / productivity / income

Visual feedback and ratio scheduling of pay were utilized in order to train the relationship between work and piece rate for five severely MR workers. Feedback, and the direct link between production and paychecks was accomplished by tallying production twice daily and placing accumulated earnings in clear plexiglass tubes. Earnings were exchanged for a paycheck when the tubes were filled. Results show a statistically significant gain in production during training, and following an initial drop, a larger gain during the second baseline period when the visual feedback was removed, and clients were paid on the regular workshop schedule.

424.
Jones, Larry A.; & Moe, Randi (1980).

College education for mentally retarded adults. Mental Retardation, 18(2), 59-62.

post-secondary education / accommodations / vocational training

Post-secondary education is a service system which is underutilized by mentally retarded (MR) adults. Like students with other disabilities, MR adults have recently been attending college in increased numbers. Federal legislation prohibits discrimination in college admissions and programs and provides attractive financial assistance to students. Curricular content, staffing arrangements, and other program components are discussed.

425.
Quinones, Wm. A. (1978).

A test battery for assessing the vocational competency of moderately mentally retarded persons. Mental Retardation, 16(6), 412-415.

vocational evaluation / sheltered workshops

The major objective of the study presented in this article was to develop a battery of tests which would predict the vocational competency of moderately mentally retarded people to function in a sheltered workshop program. Results of using a combination of tests for training level placement are discussed. References are included.

426.
McCord, William T. (1982).

From theory to reality: Obstacles to the implementation of the normalization principle in human services. Mental Retardation, 20(6), 247-253.

barriers / normalization / human services

An increasing number of human services throughout North America purport to use the principle of normalization as a philosophical underpinning of their service delivery. But most of these agencies have, at best, achieved a partial implementation of normalization in service provision. The concept of normalization continues to be a subject of widespread misuse, misinterpretation, and controversy. In this article, the author analyzes the historical function of human services, presents an overview of a normalization-based approach to services, and offers initial planning considerations for implementing normalization principles in human services and the general community.

427.
Stodden, Robert A.; Casale, Joseph; & Schwartz, Stuart E. (1977).

Work evaluation and the mentally retarded: Review and recommendations. Mental Retardation, 15(4), 25-27.

vocational evaluation / job placement / work samples

The use of work samples as predictors of vocational behavior with the mentally retarded has become widespread practice during the past decade, often resulting in questionable evaluation and job placements. This article reviews the work sample batteries presently in use and offers a critical analysis of their role with mentally retarded persons, along with recommendations for more appropriate use in evaluation and training.

428.
Yoshida, Roland K.; & Gottlieb, Jay (1977).

A model of parental participation in the pupil planning process. Mental Retardation, 15(3), 17-20.

parent involvement / special education

Most due process systems stress the formal hearing which occurs after special education placement has been recommended. However, it may become necessary to involve parents prior to this decision because of the passage of P. L. 94-142, which mandates parental participation during the development of an individualized education

plan. A model is presented to enable school systems to classify their current practices vis a vis parental involvement during the pupil planning process and to serve as a guide for future activities that bear on the issue of parental involvement in school-related decision making.

429.
Friedenberg, William P.; & Martin, Andrew S. (1977).

Prevocational training of the severely retarded using task analysis. Mental Retardation, 15(2), 16-20.

task analysis / pre-vocational skills

Two severely retarded students were trained on a task requiring multiple, multidimensional discrimination. Two procedures for accomplishing the task were subject to task analysis and training procedures for each devised. Each student was trained on both a hand and machine procedure for stapling labels on plastic bags. Subsequent production tests suggested that tangible reinforcement may be a necessary ingredient in maintaining low-error performance with an inherently non-reinforcing task. Recommendations are made for indepth analysis of tasks prior to setting up training programs.

430.
Kortering, Larry J.; & Edgar, Eugene B. (1988).

Vocational rehabilitation and special education: A need for cooperation. Rehabilitation Counseling Bulletin, 31(3), 178-184.

vocational rehabilitation / special education / interagency cooperation

The primary purpose of this study was to establish a database on the post-school employment status of handicapped students throughout Washington state. Comparison was made of post-school status of subpopulations in special education (by disability) in terms of employment history, current employment status, wage rates, use of the Division of Vocational Rehabilitation (DVR), and successful job-search methods. Results indicate a need for more widespread use of vocational rehabilitation services.

431.
Knapczyk, Dennis R.; Johnson, William A.; & McDermott, Gregory (1983).

A comparison of the effects of teacher and peer supervision on work performance and on-task behavior. Journal of the Association for Persons with Severe Handicaps, 8(4), 41-48.

peer involvement / prevocational skills / productivity

This study evaluated the effectiveness of teacher and peer supervision in increasing levels of on-task behavior and work performance in a prevocational setting. Six severely retarded individuals served as subjects and were assigned an assembly task. Results indicated that close supervision by either a teacher or peer was superior to the baseline condition. In addition, results showed that peer supervision produced higher levels of on-task behavior among subjects than did teacher supervision. It was suggested that delegating some student supervisory responsibilities permits a teacher to use instructional time more efficiently and affords the supervising peer an opportunity to learn valuable work-related skills.

432.
Brown, Lou; Shiraga, Betsy; York, Jennifer; Kessler, Kim; Strohm, Beth; Rogan, Patty; Sweet, Mark; Zanella, Kathy; VanDeventer, Pat; & Loomis, Ruth. (1984).

Integrated work opportunities for adults with severe handicaps: The extended training option. Journal of the Association for Persons with Severe Handicaps, 9(4), 262-269.

quality of life / community integration / Extended Training Option / income

One major reason why those adults with the most severe intellectual handicaps are prevented from performing meaningful work in nonsheltered environments is the requirement that they cannot do so unless they receive direct pay. Unfortunately, as long as direct pay is an admission requirement to the real world of work, confinement to unnecessarily costly, anti-habilitative, and counterproductive segregated facilities and prevocational programs that never lead to real work in the real world will prevail. The highly selective and closely monitored use of an Extended Training Option is offered as a reasonable procedure that can be used to arrange for nonsheltered functioning while the attitudes and skills necessary for direct pay are developed. Specifically, workers with severe intellectual handicaps should be placed in nonsheltered vocational environments, unless health considerations are contraindicated. Then they should be taught to perform meaningful work. Then all reasonable attempts to secure contingent direct pay should be made. Direct pay can no longer function as a barrier to integrated work opportunities.

433.
Bellamy, G. Thomas; Rhodes, Larry E.; Wilcox, Barbara; Albin, Joyce M.; Mank, David M.; Boles, Shawn M.; Horner, Robert H.; Collins, Michael; & Turner, Joe. (1984).

Quality and equality in employment services for adults with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 9(4), 270-277.

income / supported work / quality of life / community integration

This paper responds to Brown et al (1984) (see Entry No. 432), who propose an extended training program involving work without pay in integrated settings for adults with severe intellectual handicaps. While agreeing about the capability of persons with disabilities, the importance of integration, and the failings of typical services, we believe that their extended training proposal represents an unnecessary retreat from values that have guided development of exemplary school and community services for persons with severe handicaps. As an extended outcome of services, the proposed program needlessly sacrifices wages and other employment benefits, distorts the benefits of integration by looking only at the workplace, and tolerates unequal treatment of citizens with severe handicaps. Relying on unpaid work as a strategy for time-limited employment preparation creates the risk of overuse and of perpetual readiness programming, suggesting that professional effort could be better spent in development of supported employment opportunities. Current federally supported employment initiatives provide a framework for combining wages and integration and offer support for local program development.

434.
Bates, Paul; Morrow, Sue Ann; Pancsofar, Ernest; & Sedlak, Robert (1984).

The effect of functional vs. non-functional activities on attitudes/expectations of non-handicapped college students: What they see is what we get. Journal of the Association for Persons with Severe Handicaps, 9(2), 73-78.

attitudes / community integration / curriculum

Six sections of a general education class for prospective teacher trainees were randomly assigned to one of two groups (N=162). Each group was exposed to an identical audiotaped/slide presentation of a special education program involving a young woman with Down's Syndrome. However, the slides accompanying one group's taped presentation consisted of functional, integrated, and age appropriate curriculum activities and the slides accompanying the other group's presentation included non-functional, segregated, and age inappropriate activities.

Prior to viewing the slide/tape presentation, all persons completed the Attitudes Toward Disabled Persons Questionnaire (ATDP) (Yuker, Block & Younng, 1966). After viewing the slides, the participants completed a teacher-made questionnaire regarding their attitudes and expectations toward a young woman with Down's Syndrome. The multivariate analysis of variance resulted in no statistically significant differences between the two groups on the ATDP, but did result in statistically significant differences on the eight non-demographic items of the teacher-made questionnaire. Subsequent comparisons of individual questionnaire items revealed significant differences on those items which estimated IQ, future earning capacity, label of retardation, "best" residential environment, appropriate classroom placement, and most likely employment setting. These differences were in the direction of predicting higher levels of competence for the student when depicted as being involved in functional, integrated, and age appropriate activities.

435.
Ford, Alison; & Mirenda, Pat (1984).

Community instruction: A natural cues and corrections decision model. Journal of the Association for Persons with Severe Handicaps, 9(2), 79-87.

community integration / social skills / behavior modification

Community environments offer a rich variety of stimuli to which severely handicapped students must learn to respond. Teaching procedures are needed that will draw a student's attention to the relevant cues and corrections as they naturally occur in the community. A decision model is presented which should allow teachers to intervene more systematically when students fail to respond to relevant cues and corrections.

436.
Hagner, David; Nisbet, Jan; Callahan, Michael; & Moseley, Chas (1987).

Payment mechanisms for community employment: Realities and recommendations. Journal of the Association for Persons with Severe Handicaps, 12(1), 45-52.

income / competitive employment / policy research

This article describes the payment mechanisms currently available to reimburse workers with severe disabilities for work performed. The advantages and disadvantages of competitive employment at or above minimum wage, competitive employment through a rehabilitation agency, and self-employment are discussed. In addition, suggestions for utilization and regulatory reform are addressed.

437.
Morris, Jerry L.; Martin, Andrew S.; & Nowak, Mary Beth (1981).

Job enrichment and the mentally retarded worker. Mental Retardation, 19(6), 290-294.

productivity / quality of work life (QWL) / work environment

The effect of job enrichment on the production rate of 14 mentally retarded workers is evaluated. Job enrichment leads to increases in standard rates of production for high IQ subjects and lower rates for low IQ subjects. The effect of job enrichment on high IQ subjects is consistent with previous findings with mentally retarded subjects; however, the effects on low IQ subjects are unexpected in that they are contrary to the findings for high IQ subjects and those from previous research.

438.
Harnisch, Delwyn L.; & Chaplin, Carolyn C. (1987, April).

Synthesis of transition literature on education, employment, and independent living outcomes. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

independent living / employment outcomes / educational outcomes

This paper summarizes the findings of a review of transition literature on education, employment, and independent living outcomes attained by handicapped youth as they exit school and enter the work force. Search methods are explained and data is interpreted according to handicapping condition. Recommendations for future research are made.

439.
Johnson, Lawrence J.; & Heal, Laird W. (1987).

Inter-observer agreement: How large should Kappa be? Capstone Journal of Education, 7(3), 51-63.

inter-observer agreement / Kappa

Kappa is recommended as the statistic of choice to index agreement when two or more observers are required to classify a series of events into categories. Advantages of Kappa over percentage agreement and probability of agreement are noted. Factors are to be considered when determining a minimally acceptable level of agreement. It is suggested that a Kappa of .60 represents a reasonable level of agreement for most situations.

440.
Gaylord-Ross, Robert (1987).

Final report: The Employment Retention Program: Richmond Unified School District. Richmond, CA: Richmond Unified School District. (Comp. No. 84.158A - OSERS File No. 20)

final report / California / Employment Retention Program

The final report of the Employment Retention Program, a transitional, supported employment project, describes the project and reviews the two-year outcomes. A 60% success rate for 50 students was reported. Discussion of negative terminations is included. References and appendixes are attached.

441.
Storey, Keith; Bates, Paul; & Hanson, Harold B. (1984).

Acquisition and generalization of coffee purchase skills by adults with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 9(3), 178-185.

community integration / independent living / task analysis

Six adults with severe disabilities were taught to purchase coffee in a community sit-down restaurant. Skills in the community were taught using a 46 step task analysis, a prompt hierarchy of least to greatest prompts, and social reinforcement. Generalization was assessed across two restaurants with similar characteristics and one with dissimilar characteristis (i.e., a fast food restaurant). At the completion of training, the people involved in the study demonstrated competencies equal to non-handicapped customers and they maintained these skills at a two to five month follow-up assessment.

442.
Chin-Perez, Gregg; Hartman, Dan; Park, Hyun Sook; Sacks, Sharon; Wershing, Alice; & Gaylord-Ross, Robert (1986).

Maximizing social contact for secondary students with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 11(2), 118-124.

social skills / secondary education / tutors

This article describes a secondary program for students with severe handicaps which attempts to maximize the social contact between handicapped and nonhandicapped persons. The program selectively integrates students into academic and other regular education courses. Nonhandicapped peers are used for tutoring purposes as

well as research assistants in a social skills training project. A survey completed by a variety of important others indicated substantial imporvements in the behavioral repertoires of the students with severe disabilities, particularly in the area of social skills.

443.
Guess, Doug; Benson, Holly Anne; & Siegel-Causey, Ellin (1985).

Concepts and issues related to choice-making and autonomy among persons with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 10(2), 79-86.

independent living / quality of life / decision making

This paper discusses issues related to concepts of preferences and choice-making among persons with severe disabilities. Included are suggestions for acknowledging preferences, teaching choice as a decision-making process, and the broader implications of choice-making among persons with severe handicaps as an expression of personal autonomy and dignity. Directions for future research are discussed.

444.
Dattilo, John; & Rusch, Frank R. (1985).

Effects of choice on leisure participation for persons with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 10(4), 194-199.

decision-making / leisure skills

The purpose of this investigation was to analyze the effect of choice on the behaviors of four children with severe handicaps. The investigation compared each individual's behaviors during participation in a chosen leisure activity (contingent participation) to behaviors during participation in the same leisure activity without the opportunity for choice (noncontingent participation). A multiple baseline, single-subject design was used that incorporated the introduction of three different conditions across subjects at different points in time. Changes were noted in the behaviors of attending and manipulation during each of the three conditions and were replicated across students to support the conclusion that there was a difference between the students' behaviors during their participation in a chosen leisure activity and their behaviors during participation in the same activity without choice.

445.
Jacobs, J. Walter (1978).

Gleaning: Sheltered employment for retarded adults in rural areas. Mental Retardation, 16(2), 118-122.

rural areas / sheltered workshops

Gleaning, harvesting and similar activities may provide employment for retarded workers in rural areas. This paper delineates the economic parameters of a variety of such activities. A model for providing extended sheltered employment for severely retarded adults in rural areas is suggested and the advantages of the proposed model over more traditional approaches are discussed.

446.
Bangser, Michael R. (1985).

Lessons on transitional employment: The STETS demonstration for mentally retarded workers. New York: Manpower Demonstration Research Corporation.

Structured Training and Employment Transitional Services (STETS) / cost-effectiveness / New York

This monograph summarizes the major findings from the research and operating experience of the STETS demonstration, a program designed to prepare 18 to 24 year old mentally retarded adults for competitive employment.

447.
President's Committee on Employment of the Handicapped; U.S. Department of Education, National Institute on Disability and Rehabilitation; & National Council on the Handicapped (1987).

Parent-employer partnerships: Developing employment opportunities for youth with disabilities. (Report of a national conference, Alexandria, VA). Washington, DC: National Information Center for Children and Youth with Handicaps (NICHCY).

parent involvement / employer involvement / interagency cooperation

The concepts and information presented in this conference document represent national trends in transition involvement by employers and parents.

The first section summarizes the expectations and perceptions of parents, employers, young people with disabilities, and service providers, giving an overview of basic concerns and identifying successful approaches and techniques for developing employment opportunities.

The second section outlines strategies, actions, and guidelines recommended by conference participants and others for adaptation by parents and employers to develop employment opportunities, find jobs and keep them.

The third section presents techniques and tools parents and employers can use to replicate the conference in their local communities.

The fourth section contains listings of available resources and bibliography. An Appendix includes additional helpful information.

448.
Kishi, Gloria; Teelucksingh, Beth; Zollers, Nancy; Park-Lee, Seunghee; & Meyer, Luanna (1988).

Daily decision-making in community residences: A social comparison of adults with and without mental retardation. American Journal on Mental Retardation, 92(5), 430-435.

decision-making / independent living / community integration

In addition to physical placement in the community, the extent to which individuals experience personal autonomy may provide a crucial measure of the attainment of a more normalized lifestyle. Everyday choices and choice-making opportunities of 24 persons with mental retardation living in community group homes were compared to choices of 42 nonretarded adults. The adults with mental retardation had significantly fewer opportunities to make decisions on such matters as what to eat or wear, how to spend free time, and with whom to live. Results were discussed in terms of the need to operationalize meaningful improvements in the lives of persons with mental retardation that go beyond the appearance of the physical environment.

449.
Andriano, Timothy A. (1977).

The volunteer model of vocational habilitation as a component of the deinstitutionalization process. Mental Retardation, 15(4), 58-61.

deinstitutionalization / vocational training / volunteer model

A Volunteer Model for vocational habilitation programs is presented. The model is discussed as a component of the deinstitutionalization process emphasizing the need for linkage mechanisms between large residential facilities and community settings. A demonstration of the Volunteer Model is presented in which five mentally retarded adolescents and adults served as community volunteers within a non-profit organization.

450.
Becker, Ralph L. (1976).

Job training placement for retarded youth: A survey. Mental Retardation, 14(3), 7-11.

secondary education / vocational training / job placement

A survey was made to assess the types of jobs to which mentally retarded youth were assigned for on-the-job training. Forty work-study coordinators from 35 school districts in 12 states and the District of Columbia completed a questionnaire reporting on 1438 retarded youth who were enrolled in a work-study program for the school period 1972-1974. Trainees were assigned to 185 different jobs distributed among 14 major industries and a miscellaneous classification.

451.
Menolascino, Frank J.; & McGee, John J. (1981).

The new institutions: Last ditch arguments. Mental Retardation, 19(5), 215-220.

normalization / Nebraska / deinstitutionalization

A recent position taken by some mental retardation professionals poses a threat to the major gains made during the last two decades on behalf of mentally retarded persons. Their position holds that a substantial number of currently institutionalized persons are sub-trainable and should be assigned to enriched (institutional) living environments. This article refutes their ill-founded position through a brief review of national trends and a recent analysis of Nebraska's institutionalized mentally retarded population. This analysis clearly demonstrates that, given adequate and appropriate community-based alternatives, virtually all of Nebraska's -- and the nation's -- institutionalized, mentally retarded population can grow and develop in least restrictive, community alternatives.

452.
Rosenthal, Irwin (1986).

New directions for service delivery for learning disabled youth and young adults. Learning Disabilities Focus, 2(1), 55-61.

learning disabilities / post-secondary education / personnel preparation

The increased accessibility of learning-disabled persons to higher education has created the need to address program development, student psychosocial growth, parent adjustment, and transitional

needs. A new, federally funded (Office of Special Education and Rehabilitative Services) Master's Degree program has been developed to teach counselors and learning-disability specialists to address these needs.

453.
Schloss, Patrick J.; Hughes, Charles A.; & Smith, Maureen A. (Eds.) (1988).

Mental retardation: Community transition. Boston, MA: Little, Brown & Company.

mental retardation / special education / community integration / psychoeducational assessment

This book offers multidisciplinary perspectives on mental retardation and provides ideas and concepts to improve teaching and assessment, and understand the complex problems associated with mental retardation. It emphasizes the belief that outcomes associated with mental retardation can be altered through systematic intervention by persons representing a range of disciplines. The unique contribution of this book is the focus on the historical outcomes of mental retardation and the emphasis on educational strategies that have been demonstrated to be effective in altering these outcomes. References are included.

454.
Fry, Ronald (1986).

Work evaluation and adjustment: An annotated bibliography. Menomonie, WI: Materials Development Center. School of Education and Human Services. University of Wisconsin-Stout.

literature review / vocational evaluation

This annotated bibliography covers literature from 1947 through 1984 on vocational evaluation and work adjustment and includes mostly journal articles, but also contains research reports, rehabilitation facility in-house materials, speeches, unpublished papers, and books. All of the literature listed in this bibliography is available on loan from MDC.

455.
Repetto, Jeanne B.; Phelps, L. Allen; & Markward, Martha (1988).

Vocational special needs education: The what and how of providing effective technical assistance. Interchange, 8(3), 1-4. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois.

vocational special needs education / personnel preparation

This article addresses the critical need for vocational educators to provide effective learning environments within the regular vocational education setting for students with special needs. To do so program personnel have to have provided to them effective preservice and in-service training. Various ways to deliver this technical assistance to them are discussed, as well as other modes of technical assistance such as networking. Methodology and results of a study to investigate technical assistance needs of vocational special needs educators (conducted at the University of Illinois) conclude this article. References are included.

456.
Coles, Gerald (1987).

The learning mystique: A critical look at "learning disabilities." New York: (Pantheon Books) Random House.

learning disabilities / special education / psychoeducational assessment

In this book, the author challenges the assumptions underlying the way schools use scientific theories to categorize children and develop educational policy. Documenting the limits of these assumptions, he suggests how "neutral" science can reinforce social biases. Coles argues that school failure cannot be separated from the learning environment and must be seen, and treated, as the product of interaction between social and family relationships, individual behavior, and different kinds of neurological function (not dysfunction).

457.
Hume, Maggie (1987).

A mandate to educate: The law and handicapped children. Alexandria, VA: Education Research Group, Capital Publications, Inc.

special education / federal legislation / due process

This book is an attempt to synthesize the history of special education litigation -- both before the P.L. 94-142's passage and since -- with the future of litigation as noted attorneys in the field predict it. Text of the Educational of the Handicapped Act is included in the appendix.

AUTHOR INDEX

-A-

Aase, Susan - 139
Agran, Martin - 115, 252, 362
Albin, Joyce M. - 122, 433
Albright, Kathy Zanella - 219
Albright, Leonard - 292
Alemi, Farrokh - 224
Alexander, Charles - 46
Allshouse, Shaun - 151
Amado, Angela R. Novak - 254
Amarillo College. ACcess Division. ACcessibility Services - 268
American Rehabilitation Counseling Association - 320, 321
Anderson, Jane - 90, 91, 92, 93, 94, 95, 97
Andriano, Timothy A. - 449
Anthony, William A. - 339
Apostoli, Beth - 235, 236
Appell, Louise S. - 162
Arnold, Mitylene - 43
Ash, Paul - 384
Athelstan, Gary T. - 175
AVA - 4
Ay, Unal - 7, 181

-B-

Bacon-Prue, Ansley - 105
Baker, Edward T. - 298
Bangser, Michael R. - 446
Barbaro, Fred - 169
Barbrack, Christopher R. - 392
Barcus, J. Michael - 123, 246
Barnes, Kathy - 375
Barry, M. - 148
Bates, Paul - 434, 441
Batsche, Catherine - 349
Baumgart, Diane - 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98
Becker, Ralph L. - 450
Beckett, Carolyn - 412
Begab, Michael J. - 196
Behle, Susan S. - 216
Behrmann, Michael M. - 317
Bellamy, G. Thomas - 122, 433
Belmont, Robert M. - 348
Bender, Michael - 174
Bennett, Barbara - 48
Bennett, Randy Elliot - 294
Benson, Holly Anne - 443
Benz, Michael R. - 346
Berg, Loydene - 259
Berkell, Dianne E. - 203, 207, 358
Berkowitz, Monroe - 24
Bernacchio, Charles - 167
Bernthal, John - 260
Berry, Patrick - 203
Bickman, Leonard - 331
Biklen, Douglas - 194
Biller, Ernest F. - 109
Billingsley, Felix F. - 367
Birch, Jack W . - 166
Bireley, Marlene - 168
Blalock, Jane W. - 72
Blanch, Andrea - 339
Boles, Shawn M. - 370, 433
Bolton, Bonnie - 394, 395
Bond, Gary - 335
Boone, Rosalie - 385
Boruch, Robert F. - 333
Bos, Candace S. - 39
Botterbusch, Karl F. - 117, 155, 176
Bounds, Betsy - 324
Braddock, David - 185, 407, 408, 409
Bradford, Charles - 47
Breen, Catherine - 106
Brickey, Michael P. - 401, 416, 420
Brock, William E. - 383
Brotherson, Mary Jane - 75, 100, 102
Browder, Diane M. - 77, 345
Browder, Phyllis Meighen - 258, 385
Brown, Cynthia G. - 230
Brown, James M. - 156, 290
Brown, Lou - 219, 432
Browning, Lynne J. - 401, 416
Browning, Philip - 3
Bruininks, Robert H. - 271, 272, 273
Brulle, Andrew R. - 402
Bryson, Fred - 219
Bullis, Michael - 351
Bupp, Donna - 380
Burke, Gerald - 86
Burleigh, Douglas L. - 363
Burnette, Jane - 136
Busse, Dennis - 111

-C-

Caccamo, James M. - 204
Calkins, Carl F. - 105, 133
Callahan, Michael J. - 53, 64, 436
Campbell, Barbara - 377
Campbell, Kenneth M. - 401, 416, 420
Campbell, Pamela - 360
Campbell, Philippa H. - 255, 312
Caporaletti, Michael - 54
Cardoza, Desdemona - 297
Carroll, C. Dennis - 377
Carroll, Chuck - 223
Casale, Joseph - 427
Cassel-Seidenman, Ruth - 356
Castellani, Paul J. - 79
Casto, Glendon C. - 296
Center on Human Policy. Community Integration Project. Syracuse University - 58, 59
Center on Human Policy. Syracuse University - 57
Chadsey-Rusch, Janis - 18, 369
Chaplin, Carolyn C. - 371, 438
Chapman, Michael S. - 389
Chapman, Robert - 244
Chapple, Eliot D. - 87
Charles County Board of Education - 73
Chase, Shirley A. - 23
Chelimsky, Eleanor - 51
Chin-Perez, Gregg - 442
Cipiani, Ennio - 183
Clancy, Patrick - 365
Clark, Marsha J. - 222
Cobb, R. Brian - 292, 353
Cole, Robert E. - 382
Coles, Gerald - 456
Collignon, Frederick C. - 336, 337
Collins, Michael - 433
Collins, Terence G. - 142, 144, 145, 146, 147
Commonwealth of the Northern Mariana Islands, Department of Education, Special Education Program - 154
Conroy, James - 108
Conte, Luca Edward - 113
Cook, Daniel - 305
Cook, Judith A. - 30, 150
Cook, Paul F. - 326
Cook, Stephen B. - 296
Cooper, N. E. - 120
Crawford, Dorothy - 242
Crawford, Robert - 242
Crewe, Nancy M. - 175
Crist, Kerry - 421
Crocker, Allen C. - 78
Crutcher, Diane M. - 78
Culpepper, Maribeth - 12, 13, 14, 15
Curtis, Charles K. - 182
Cushner, Hyla - 385
Czajka, John L. - 22

-D-

Dahl, Peter R. - 326
Dalke, Connie - 165, 212, 225
Danley, Karen S. - 334
Dart, Justin W., Jr. - 286
Dattilo, John - 444
Davies, Roger R. - 403
DeFazio, Nicholas - 415
DeMarsh, Joseph P. - 119
Demetral, G. David - 130
Dennis, Steven - 291
Deno, Stanley L. - 391
DeStefano, Lizanne - 80, 159, 199, 270, 287
Dever, Richard B. - 228, 229, 231, 241
Dick, Marlene A. - 359
Dickerson, Martha Ufford - 310
Donaldson, Gary - 338, 389
Donder, Daniel J. - 19
Donnellan, Anne M. - 218, 220, 221, 222
Donovan, William C., Jr. - 284
Dowling, Jane - 81
Driessen, Joan R. - 418
Dudley, James R. - 404
Dunfee, Matthew - 23
Dunham, Trudy - 50
Dunn, Winnie - 133
DuPont de Nemours and Company - 396

-E-

Easterday, Joseph R. - 227, 229, 241
Ebert, Thomas A. - 291
Edgar, Eugene B. - 111, 277, 430
Educational Service Unit #9 - 198
Egly, Nancy J. - 261, 262
Eichleay, Kristen - 414
Elder, Jean K. - 410
Elliott, Barb - 197, 398
Emener, William G. - 341
Emshoff, Borden - 7

Engen-Wedin, Nancy - 142
Epstein, Roberta - 180
ERIC/OSEP Special Project on Interagency Information Dissemination. ERIC Clearinghouse on Handicapped and Gifted Children. Council for Exceptional Children - 267
Esposito, Louis G. - 33
Esposito, Sally - 41
Evans, Ian M. - 344
Everson, Jane M. - 123, 246, 251

-F-

Faas, Larry A. - 242
Fairweather, James S. - 67
Fassbender, Lynette - 221
Fawcett, Stephen B. - 99, 171
Feis, Gillford E. - 197
Ferguson, Dianne L. - 400
Ferguson, Philip M. - 400
Ferritor, Daniel - 305
Fichlander, Cindy - 203
Fickens, James - 385
Fisher, Adrian T. - 9, 199, 223
Flexer, Robert W. - 415
Flugman, Bert - 209, 213
Fluke, Donna - 412
Flynn, Robert J. - 110
Forbes, C. Rebecca - 173
Ford, Alison - 435
Forness, Steven R. - 174
Forte, Joyce - 347
Fortinsky, Richard - 167
Foss, Gilbert - 351, 419
Foster, Jenny - 187
French, C. - 148
Friedenberg, William P. - 429
Friedman, Brenda G. - 261, 264, 265, 266
Fry, Ronald - 454
Fuhrer, Marcus J. - 32
Fujiura, Glenn - 185

-G-

Gajar, Anna H. - 29
Gale, Margaret Ann - 326
Gallaudet University. Gallaudet Research Institute. Center for Assessment and Demographic Studies - 157
Galloway, James R. - 45
Garcia, Ron - 14
Gardner, James F. - 389
Garner, J. Bradley - 64, 312
Garten, Ann - 394, 395
Gartner, Alan - 127
Garvin, Richard E. - 303
Gaylord-Ross, Cory - 347
Gaylord-Ross, Robert - 106, 280, 342, 347, 440, 442
Geis, Julie M. - 261, 262, 263
Gibson, Beth - 105
Gioglio, Margaret - 235, 236
Glascoe, Frances P. - 361
Gold, Marc - 20
Goldman, Leo - 209
Gonzalez, Patricia - 18
Gottlieb, Jay - 428
Grace, Sarah - 12, 13, 14, 15
Grant, Lyle - 421
Greenan, James P. - 172
Greunewald, Lee J. - 218
Gronberg, Gary W. - 42
Grossmont Union High School District - 250
Guess, Doug - 443
Gugerty, John J. - 340

-H-

Hagen, Dolores - 318
Hagner, David - 436
Haley, Pat - 34, 214
Hallinan, Patricia C. - 418
Halloran, William - 114
Halpern, Andrew S. - 346
Hamre-Nietupski, Susan - 365
Haney, Janell I. - 254, 276
Hanley-Maxwell, Cheryl - 21, 369, 388
Hanson, Harold B. - 441
Hardman, Michael L. - 259
Haring, Thomas - 106
Harmon, Adrienne S. - 82
Harnisch, Delwyn L. - 9, 199, 223, 438
Harrington, Robert G. - 191
Harris, E. Lowell - 200
Harris, Mary B. - 281
Hartman Dan - 442
Hartwell, Cindy, 81
Hasazi, Susan Brody - 353
Hawks, Robin - 163
Heal, Laird W. - 11, 61, 184, 254, 276, 439

HEATH Resource Center. American Council on Education - 285
Hemp, Richard - 185, 409
Hendler, Nelson - 299
Hensel, James W. - 360
Hess, Carla - 108
Hightower, Julia - 259
Hill, Bradley K. - 271, 272, 273
Hill, Janet W. - 282
Hill, M. Anne - 24
Hill, Mark L. - 121, 319
Hill, Michele - 385
Hoffmann, F. James - 163
Holjes, M. Kay - 206
Hollander, Elaine K. - 313
Hooley, Michael - 10
Hoover, Tracy - 379
Horner, Robert H. - 433
Howell, Joanne C. - 302
Howes, Ruth - 409
Hudson, Pam - 360
Hughes, Carolyn - 135, 372
Hughes, Charles A. - 453
Hulbert, Dan - 394, 395
Human Services Research Institute - 325
Hume, Maggie - 457
Hursh, Norman C. - 247
Husch, James V. - 253

-I-

Interagency Committee on Learning Disabilities - 329
Isbister, Fred - 338
Izzo, Margaretha Vreeburg - 23, 125

-J-

Jackson, Carla - 112, 301
Jacobs, J. Walter - 445
Jacobson, Solomon G. - 389
Janicki, Matthew P. - 193
Jenkins, Joseph R. - 391
Johnson, Doris J. - 72
Johnson, Kevin E. - 141
Johnson, Lawrence J. - 439
Johnson, Peg L. - 70
Johnson, William A. - 431
Johnston, William B. - 381
Jones, Larry A. - 424

-K-

Kacmarek, Peter A. - 199
Karimi, Sherry - 119
Karp, Naomi - 54
Katski, Mary Ann - 186, 187, 188
Katz, David - 209, 210
Kavale, Kenneth A. - 174
Kayser, Joan E. - 367
Kayser, Terrence F. - 156
Kelly, Alice - 371
Kentucky Coalition for Career and Leisure Development - 275
Kerns, Allen F. - 247
Kessler, Kim - 219, 432
Keyser, Daniel J. - 189, 192
Kiernan, William E. - 406
Kihnel, Larry - 14
Kirsch, Greg G. - 112, 301
Kishi, Gloria - 448
Knapczyk, Dennis R. - 431
Knoll, James - 56, 194
Kohr, Melinda A. - 418
Kopp, Kathleen - 125
Kortering, Larry J. - 430
Kosovac, Linda - 222
Kramer, Marjorie Kohn - 162
Krauss, Marty Wyngaarden - 107, 193 195
Kregel, John - 121
Krishnaswami, Uma - 300
Kulachi, Mehmet - 7
Kultgen, Phyllis - 133

-L-

LaCampagne, John - 183
Lagomarcino, Thomas R. - 151, 293
Lam, Chow Shing - 248
Landesman, Sharon - 196
Lang, Eileen - 379
Lapsley, Diana - 203
Larson, Angela - 368
Las Cumbres Learning Services, Inc. - 16
Lavigna, Gary W. - 221
Leach, Lynda N. - 82
Lee, Marjorie - 63
Lee, Mildred K. - 209, 210
Leuenberger, Janice E. - 260, 261, 262, 263, 264, 265, 266

Levin, Erwin K. - 166
Levine, Phyllis - 277
Levy, Sidney M. - 361
Lichtenstein, Stephen J. - 390
Lignugaris/Kraft, Benjamin - 8, 134
Lilly, M. Stephen - 374
Liming, Roxi - 125
Linari, Ronald F. - 348
Lincoln, Mary Barbara - 388
Lindskoog, Wayne - 177
Linn, Robert - 80
Lippmann, Glenda K. - 309
Lipsky, Dorothy Kerzner - 127
Lockhart, Daniel C. - 330
Long Island University. C. W. Post Center. Department of Special Education - 269
Loomis, Ruth - 219, 432
Louis Harris & Associates, Inc. - 5, 6, 71
Lovett, David L. - 281
Luckasson, Ruth - 327
Ludlow, Barbara L. - 327
Luftig, Richard L. - 62
Lynch, Maureen - 209

-M-

Maher, Charles A. - 392
Mank, David M. - 122, 433
Manley, Eleyse - 168
Margalit, Malka - 356
Margolis, William - 143
Markward, Martha - 80, 455
Marr, John N. - 387
Martin, Andrew S. - 423, 429, 437
Martin, James E. - 253, 402
Martinson, Marty C. - 105
Mastropieri, Margo A. - 296
Mathews, R. Mark - 171
Maurer, Helen - 405
Maxwell, Scott - 278
Mellen, Vera - 334
Menchetti, Bruce Michael - 243
Mendelson, Marsha - 187
Menefee, Kevin - 263
Menolascino, Frank J. - 131, 451
Mesta, Josephine G. - 44
Meyer, Luanna - 448
Michaels, Craig A. - 217, 235, 236
Mid-South Regional Resource Center, University of Kentucky - 237
Minskoff, Esther H. - 163
Mirenda, Pat - 435
Mirkin, Phyllis K. - 391
Mischio, George - 212
Moe, Randi - 424
Moody, Gena - 90, 91, 93, 95
Moon, M. Sherril - 123, 246, 251, 328
Moran, T. Kenneth - 179
Mori, Allen A. - 393
Morris, Jerry L. - 423, 437
Morris, Mary Jane - 260, 261, 262, 263, 264, 265, 266
Morrow, Sue Ann - 153, 434
Morton, M. V. - 246
Moseley, Chas - 436
Muiu, Charles - 99
Mulcahey, Mary Ann - 17
Murphy, Harry J. - 343
Murphy, Thomas - 49
Myers, Jane E. - 279

-Mc-

MacEachron, Ann E. - 107
McCage, Ron - 349
McCarthy, Pat - 328
McConaughy, E. Kathryn - 134
McCord, William T. - 426
McCuller, Glen L. - 8
McDermott, Gregory - 431
McDonnell, John - 259, 370
McGee, John J. - 451
McGuire, Joan M. - 399
McKee, Meredith - 151
McLoughlin, Caven S. - 64
McMahon, Brian T. - 307
McMillan, James - 282
McNair, Jeffrey - 289

-N-

Nakao, Gary - 216
National Association for Industry-Education Corporation - 274
National Association of State Directors of Special Education - 322
National Council for Therapy and Rehabilitation through Horticulture, Inc. - 40
National Council on the Handicapped - 66, 447
Nave, Gary - 3

NAVESNP - 4
Navin, Sally L. - 279
Nay, Debra J. - 206
Neef, Nancy A. - 418
Neel, Richard S. - 367
Negri-Shoultz, Nanette - 220, 221
Neubert, Debra - 187
Newbrough, J. R. - 405
Newman, Edward - 108
Nichols, Jack L. - 103
Nietupski, John - 365
Nisbet, Jan - 53, 234, 366, 436
Nishimoto, Joanne - 385
Nitsch, Kathleen E. - 110
Noble, John H., Jr. - 336, 337
Norman, Michael E. - 232
North Carolina Department of Public Instruction, Division for Exceptional Children - 237, 238, 239, 240
Novak, Angela R. - 61
Nowak, Mary Beth - 437

-O-

Office of Special Education and Rehabilitative Services. Department of Education - 386
Offner, Richard - 105
Okolo, Cynthia M. - 397
Olson, Ted - 46
Orelove, Fred - 282
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation (CERI) - 124
Organizational Architects, Inc. - 178
Ozmun, Eleanor - 202

-P-

Packer, Arnold E. - 381
Padin-Rivera, Edgardo - 405
Page, Jacqueline - 405
Pancsofar, Ernest - 434
Park, Hyun Sook - 442
Park-Lee, Seunghee - 448
Parmenter, Trevor R. - 158
Parrish, John M. - 418
Passmore, David Lynn - 7
Patton, James R. - 385
Peak, Laurie - 290
Pearson, Robert W. - 333
Perin, Dolores - 213
Perino, Daniel M. - 89, 90, 91, 93, 95
Petersen, Dan L. - 372
Peterson, Kathy - 398
Peterson, Michael - 25, 26, 27, 28
Peterson, Susan L. - 419
Petzy, Vic - 304
Phelps, L. Allen - 371, 455
Pitts-Conway, Valerie - 106
Polsgrove, Lewis - 241
Porter, Grady C. - 309
Porter, Mahlon E. - 350
Pratzner, Frank C. - 308
President's Committee on Employment of the Handicapped - 447
Pressman, Harvey - 413, 414
Price, Lynda - 139, 140, 141, 143, 144, 145, 146, 147
Project ASSIST - 226
Provencal, Gerald - 132
Pueschel, Siegfried M. - 78
Purdy, Susan - 90, 91, 93, 94, 95, 98

-Q-

Quarles, A. Geneva - 215
Quinones, Wm. A. - 202, 425

-R-

Racino, Julie Ann - 55
Rader, Doris B. - 152
Ragosta, Marjorie - 294
Rappaport, Julian - 21
Ratzlaff, Leslie A. - 31
Regional Rehabilitation Exchange - 1
Renzaglia, Adelle - 369
Repetto, Jeanne B. - 211, 455
Rhodes, Larry E. - 122, 433
Riley, Dorothea - 323
Rist, Ray C. - 85
Rocky Mountain Resource and Training Institute - 357
Rodenstein, Judith - 68
Roessler, Richard T. - 306, 387
Rogan, Patty - 219, 432
Rogers, Erna S. - 403
Rosenberg, R. - 394, 395
Rosenthal, Irwin - 452
Ross, Irv - 398
Roussel, Amy Elizabeth - 30, 150

Routon, Vickie L. - 206
Rueda, Robert - 297
Rumberger, Russell W. - 86
Rusch, Frank R. - 11, 21, 52, 104, 151, 159, 270, 289, 293, 369, 373, 374, 402, 444
Rush, Mary - 14
Russell, Jill Frymier - 308
Rynders, John E. - 78

-S-

Sacks, Sharon - 442
Salzberg, Charles L. - 8, 134, 252
San Diego County Supported Employment Task Force - 249
Sand, Colleen M. - 90
Sarkees, Michelle - 349
Sautter, Scott W. - 163
Schalock, Robert L. - 398
Schatz, Mona Struhsaker - 404
Schenk, Kathy - 90, 91, 93, 95
Schill, William J. - 316
Schleien, Stuart J. - 368
Schloss, Cynthia N. - 149, 295
Schloss, Patrick J. - 149, 295, 379, 453
Schmitt, Elizabeth M. - 41
Schmitt, Susan - 165
Schock, Peggy - 375
School District of Independence - 205
Schrag, Judy A. - 112, 301
Schutz, Richard P. - 11
Schwartz, Stuart E. - 360, 427
Schwarzentraub, Gerry - 375
Scruggs, Thomas E. - 296
Sealander, Karen - 360
Sebring, Penny - 377
Sedlak, Robert - 434
Seekins, Tom - 99
Seltzer, Marsha Maileck - 193, 195
Seyfarth, John - 282
Shadish, william R. - 180
Shafer, Michael S. - 121
Shapero, Susan - 173
Shaver, James P. - 182
Shaw, Linda R. - 307
Shaw, Stan F. - 399
Sheldon-Wildgen, Jan - 60
Shiraga, Betsy - 219, 432
Siegel-Causey, Ellin - 443
Sienicki, Deborah A. - 421
Simpkins, Celeste G. - 405
Sitlington, Patricia L. - 229, 241, 397
Smith, Maureen A. - 453
Snauwaert, Dale - 287
SND - 4
Snell, Martha E. - 345
Social Security Administration. Office of Disability - 84
Soloyanis, George - 313
Southeastern Virginia Training Center for the Mentally Retarded - 137, 138
Spears, Debora L. - 374
Specialized Training Program. Center on Human Development. College of Education. University of Oregon - 126
Spector, Paul E. - 341
Spence, Brenda H. - 278
Spence, Kathleen L. - 41
Spencer, Bruce D. - 377
Staats, Thomas E. - 299
Stark, Jack A. - 406
Stearns, Marian S. - 67
Steinberg, Margaret A. - 315
Stephens, Robin - 34, 214
Stodden, Robert A. - 258, 350, 385, 427
Storey, Keith - 280, 441
Stowitschek, Joseph J. - 134, 252
Strohm, Beth - 432
Stufflebeam, Daniel L. - 256
Suarez de Balcazar, Yolanda - 99
Summers, Jean Ann - 75, 100, 102, 422
Surrett, Judith Y. - 33
Sweet, Mark - 432
Sweetland, Richard C. - 189, 192
Swiercinsky, Dennis P. - 190
Swirsky, Jessica - 208
Syracuse University. Center on Human Policy - 129
Syracuse University. Special Education Resource Center - 128

-T-

Taylor, Steven J. - 54, 194
Teelucksingh, Beth - 448
Tenney Fred - 119
Tenpas, Steven - 63
Test, David - 201
Thaler, Richard - 235, 236
Thomas, M. Angele - 114
Tindall, Lloyd W. - 340

Tilson, George - 187
Tines, Jeffrey J. - 11, 402
Tingey, Carol - 78
Tompkins-McGill, Patricia - 14, 257
Toms-Barker, Linda - 337
Trach, John S. - 11, 104
Tryjankowski, Elaine M. - 164
Turnbull, Ann P. - 75, 100, 102, 327, 417
Turnbull, H. Rutherford, III - 417
Turner, Joe - 433
Turner, Ruth - 202

-U-

U.S. Department of Education - 116
U.S. Department of Education. National Institute on Disability and Rehabilitation - 447
U.S. Department of Education. Office of Educational Research and Improvement - 245
U.S. Department of Education. Office of Special Education and Rehabilitative Services (OSERS). Division of Innovation and Development - 74
U.S. Department of Education. Office of Special Education and Rehabilitative Services. Office of Information and Resources for the Handicapped - 314
U.S. Department of Health and Human Services - 116
Ufheil, Janet - 203
University of Southern Maine. The York County Transition Project. Human Services Development Institute. Center for Research and Advanced Study - 160, 161
University of the State of New York. The State Education Department Office for Education of Children with Handicapping Conditions - 35, 36, 37, 38

-V-

Valencia Community College - 69
VanBiervliet, Alan - 60
Vandercook, Terri - 354
VanDeventer, Pat - 219, 432
VanWalleghem, John - 96
Vaughan, Sharon - 39
Veerhusen, Karen - 365
Vierling, Lee - 394, 395
Vietje, Peter M. - 196
Vincent, Lisbeth - 366
Voeltz, Luanna M. - 2, 344
Vogel, Susan A. - 170
Vogelsburg, R. Timm - 373

-W-

Wagner, Mary M. - 67
Walker, Hill M. - 105
Wallace, Robyn - 3
Walls, Debra A. - 311
Walls, Richard T. - 421
Walter, Gerard G. - 323
Wang, Margaret C. - 298
Warren, Steven F. - 17
Watts, Susan - 76
Weatherman, Richard F. - 271, 272, 273
Wegmann, Robert - 244
Wehman, Paul - 121, 123, 233, 282, 319, 328
Weicker, Lowell P., Jr. - 352
Welsh, William A. - 323
Werbel, Ginger - 398
Wershing, Alice - 442
Whang, Paula L. - 99, 171
Wheeler, Jill - 118
White, David M. - 402
White, Stephen - 355
White, W. A. T. - 3
Whitehead, Claude W. - 288
Whitman, Thomas L. - 278
Whittier Union High School District - 376
Whittier Union High School District. Career Assessment Center - 378
Wilcox, Barbara - 370, 411, 433
Wiley, Michael - 14
Wilgosh, L. - 148
Williams, David D. - 332
Willingham, Warren W. - 65
Winking, Debbie L. - 11, 270
Wircenski, Jerry L. - 7
Wolf, Constance W. - 149
Wolzen, Brent - 398
Wood, Wendy - 123
Woodcock, Richard W. - 271, 272, 273
Wright, George N. - 364
Wuerch, Bonnie Biel - 2
Wurtz, P. Robert - 83

-Y-

York, Jennifer - 432
York, Robert - 374
Yoshida, Roland K. - 428
Yuen, Chi-Yin - 181

-Z-

Zanella, Kathy - 432
Zembrosky-Barkin, Patti - 3
Zigmond, Naomi - 166
Zivolich, Steve - 283
Zola, Irving Kenneth - 101
Zollers, Nancy - 108, 448
Zrihen, Pamela - 119
Zwerlein, Rayna - 235, 236

DESCRIPTOR INDEX

-A-

Accessibility standards - 275
Accommodations - 396, 424
Adelphi University - 169
Admissions studies - 65, 294
Advocacy - 14, 15, 131, 261, 396, 412
Aging/aged developmentally disabled (AADD) - 130, 133, 195
American Rehabilitation Counseling Association (ARCA) - 320, 321
Annual report - 52, 153
Anthropology - 87
Apprenticeship - 274
Arizona - 119, 142, 324
Arrival behavior - 374
Arts for Transition Model Program - 162
Assertiveness - 261
Attitudes - 5, 6, 21, 35, 36, 37, 38, 71, 114, 129, 182, 231, 282, 289, 313, 315, 346, 356, 357, 360, 386, 401, 410, 434
Australia - 158, 315
Autism - 106, 203, 207, 269

-B-

Barriers - 5, 6, 71, 132, 311, 326, 336, 415, 426
Behavior - 196
Behavior identification - 117, 221, 271, 272, 273
Behavior modification - 57, 221, 222, 373, 374, 423, 435
Behavioral analysis - 77, 171, 222, 223, 271, 272, 273, 344, 345
Boston Self-Help Center - 101
Business and industry - 119, 274, 303, 311

-C-

California - 49, 250, 283, 347, 375, 376, 378, 394, 395, 440
Canada - 291
Career guidance - 9, 97, 98, 109, 125, 148, 172, 210, 215, 244, 262, 279, 359, 371, 393
Cerebral palsy - 356
Chaining - 183, 367, 421
Chevron Research Company - 347
Civil rights - 15
Colorado - 357
Communication disabilities - 70, 72
Communication skills training - 418
Community integration - 2, 16, 53, 54, 55, 56, 57, 60, 61, 66, 78, 96, 110, 118, 129, 130, 131, 132, 133, 137, 138, 153, 162, 184, 185, 194, 219, 228, 239, 249, 254, 257, 259, 281, 327, 345, 347, 365, 394, 395, 398, 400, 403, 409, 432, 433, 434, 435, 441, 448, 453
Competency Model Program (CMP) - 309
Competitive employment - 116, 121, 211, 319, 401, 402, 436
Competitive Employment Through Vocational Experience (CETVE) - 201
Composition - 142, 143, 144, 145, 146, 147
Comprehensive Transition Model Vocational Training Program - 376
Computer programming - 69
Computers - 70, 155
Concerns Report Method - 99
Connecticut - 33, 41
Continuous Comprehensive Transition Model (CCTM Project) - 324
Cost effectiveness - 121, 149, 254, 319, 406, 446
Curriculum - 10, 12, 13, 35, 36, 37, 38, 50, 62, 88, 89, 91, 92, 93, 95, 97, 98, 118, 136, 154, 188, 209, 228, 240, 292, 293, 349, 350, 384, 434

-D-

Data analysis - 22, 23, 32, 65, 74, 181, 377
Death and dying - 12
Decision-making - 443, 444, 448
Deinstitutionalization - 61, 75, 254, 403, 449, 451
Delaware - 48
Demographics - 22, 30, 325, 329

Demonstration Project for Learning Disabled Students in College - 152
Developmental Disabilities Act (PL 95-602) - 422
Directories - 4, 267, 314, 325, 388
Disadvantaged youth - 7
Discrimination - 163
Disincentives to work - 24, 149, 420
Down Syndrome - 78
Dropouts - 245, 390
Due process - 457
DuPont de Nemours and Company - 396

-E-

Early intervention programs - 58
Economics of disability - 24
Education for All Handicapped Children Act of 1975 - 74, 166, 417
Education reform - 1350
Education to Employment Project - 233
Educational outcomes - 199, 297, 344, 377, 438
Employability Support Network of Disabled Youth - 214
Employer attitudes - 163
Employer Interaction Process (EIP) - 304
Employer involvement - 5, 21, 71, 113, 121, 122, 148, 229, 291, 360, 386, 396, 447
Employment incentives - 302
Employment outcomes - 5, 6, 9, 199, 377, 390, 438
Employment patterns - 86, 348
Employment programs - 314
Employment Retention Program - 440
Enclaves - 126, 328
Evaluation - 174, 193, 327, 351, 392
Evaluation Network - 180
Evaluation Research Society - 180
Expenditure studies - 184, 185
Extended Training Option - 432
Extension of the Education of the Handicapped Act - (PL 98-199) - 320

-F-

Family involvement - 75, 100, 102, 108, 122, 305
Family life cycle theory - 100
Faribault State Hospital - 220,
Fast food industry - 420
Federal legislation - 66, 254, 287, 288, 329, 339, 342, 407, 408, 457
Final report - 41, 42, 43, 44, 45, 46, 47, 48, 49, 73, 88, 111, 119, 151, 152, 177, 178, 186, 197, 200, 201, 202, 204, 206, 207, 208, 212, 213, 214, 215, 216, 217, 218, 230, 232, 233, 234, 241, 242, 257, 258, 259, 260, 301, 375, 376, 380, 440
Florida - 152
Follow-up studies - 19, 32, 67, 108, 109, 123, 166, 219, 277, 297, 333, 377, 390, 398, 401
Forecasting - 51
Functional Assessment Inventory (FAI) - 175
Funding patterns - 409

-G-

Generalization - 106, 115, 278, 367
Georgia - 43
Goodwill Rehabiliation Services - 309
Grant writing - 28
Grays Harbor Transition Project - 178
Group therapy - 72

-H-

Half-time employment - 149
Hawaii - 258, 385
Hearing impaired - 157, 323
High school and beyond: A national longitudinal study for the 1980's - 9, 390
Hispanics - 297
Ho'onanea curriculum - 2
Horticulture - 40
Human services - 28, 32, 66, 79, 99, 114, 132, 195, 224, 239, 246, 322, 327, 407, 408, 409, 426

-I-

Idaho - 88, 89, 90, 91, 92, 93, 94, 95
Illinois - 11, 19, 63, 104, 159, 270, 388
Illinois Competitive Employment Project (ICEP) - 151
Illinois Supported Employment Project (ISEP) - 104, 159, 270, 388
In vivo instruction - 365

Income - 149, 154, 323, 423, 432, 433, 436
Independent living - 3, 14, 32, 103, 158, 162, 183, 194, 199, 223, 249, 281, 310, 312, 327, 368, 373, 374, 375, 386, 394, 395, 410, 413, 421, 438, 441, 443, 448
Indiana - 227, 229, 241
Individualized education program (IEP) - 77, 118, 250, 255, 259, 349, 359, 391, 392
Individualized transition plans - 123, 139, 154, 161, 198, 240, 251, 258, 328
Industrialized nations - 85
Interagency cooperation - 96, 121, 123, 151, 153, 197, 200, 211, 216, 217, 230, 232, 235, 237, 238, 239, 241, 246, 251, 255, 258, 286, 301, 322, 342, 352, 363, 370, 430, 447
Inter-observer agreement - 439
Inventory for client and agency planning (ICAP) - 273

-J-

Jewish Employment and Vocational Service Work Sample System (JEVS) - 164
Job analysis - 227, 244, 341
Job coach - 270, 386
Job creation - 85
Job matching - 155, 326, 382
Job placement - 16, 40, 53, 64, 107, 121, 203, 227, 244, 279, 304, 307, 311, 353, 378, 416, 427, 450
Job retention - 8, 21, 360, 361, 369, 419, 420
Job satisfaction - 364
Job seeking skills - 306
Job Training and Tryout Project - 186, 187, 188

-K-

Kappa - [illegible]9
Kentucky - 232, 275, 303

-L-

Labor supply - 381, 382
Learning disabilities - 29, 39, 50, 72, 109, 139, 140, 141, 142, 143, 144, 145, 146, 147, 152, 160, 161, 163, 164, 165, 166, 167, 168, 169, 170, 172, 173, 174, 217, 225, 226, 235, 236, 242, 260, 261, 262, 263, 264, 265, 266, 268, 285, 297, 300, 329, 393, 397, 399, 452, 456
Least restrictive environment - 355
Legal rights - 60, 253
Leisure skills - 2, 240, 368, 444
Liability issues - 60
Life skills assessment - 77
Literature review - 3, 7, 56, 76, 82, 83, 140, 141, 142, 181, 189, 190, 191, 192, 199, 316, 358, 454
Living environments - 196

-M-

Mailed questionnaires - 330
Maine - 160, 161, 167
Mainstreaming - 58, 59, 128, 133, 136, 298
Marketing - 357
Maryland - 73
Mental retardation - 453
Meta analysis - 256, 276, 296, 298
Microcomputers - 68, 317, 318, 340, 343, 414
Minnesota - 139, 177, 290, 368
Missouri - 204, 359
Model for the Coordination of Post-School Training for Special Education Graduates Project - 111, 112
Model programs - 1, 11, 33, 41, 42, 43, 44, 45, 46, 47, 48, 49, 54, 57, 59, 63, 75, 80, 81, 107, 126, 128, 129, 130, 167, 168, 177, 186, 238, 276, 279, 285, 286, 292, 309, 313, 359
Money-management - 183
Multidisciplinary assessment - 174
Multiple handicaps - 215

-N-

National Association of State Directors of Special Education - 45
Naturalistic evaluation - 332
Nebraska - 197, 260, 261, 262, 263, 264, 265, 266, 398, 451
New Mexico - 257
New York - 127, 207, 208, 213, 217, 234, 236, 269, 446

Non-aversive procedures - 221, 222
Normalization - 61, 77, 110, 114, 129, 137, 138, 158, 345, 416, 426, 451
North Carolina - 200, 201, 206, 237, 238
North Dakota - 42
Northern Mariana Islands - 44

-O-

OECD countries - 124
Office of Special Education and Rehabilitative Services (OSERS) - 80, 267
Ohio - 23
Oregon - 34, 214, 346, 411

-P-

Parent involvement - 63, 123, 125, 148, 154, 173, 198, 205, 210, 231, 240, 246, 249, 251, 255, 282, 289, 310, 315, 328, 346, 371, 385, 399, 401, 411, 412, 413, 417, 418, 428, 447
Peer involvement - 76, 106, 296, 431
Pennsylvania - 108, 379, 380
Personnel preparation - 64, 235, 237, 246, 292, 342, 452, 455
Physically handicapped - 215
Pizza Hut - 283
Policy research - 79, 112, 185, 193, 196, 287, 352, 363, 381, 400, 417, 422, 436
Post-secondary education - 29, 50, 65, 72, 73, 142, 143, 144, 145, 146, 147, 165, 167, 170, 212, 213, 217, 225, 226, 235, 236, 260, 262, 266, 268, 285, 294, 399, 424, 452
Post-secondary intervention model for learning disabilities - 263
Post-secondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults Project - 234
Prevocational skills - 164, 429, 431
Productivity - 366, 369, 406, 415, 423, 431, 437
Professional competencies - 364
Program development - 10, 25, 27, 29, 31, 34, 40, 60, 67, 79, 96, 103, 122, 170, 179, 187, 193, 196, 230, 255, 289, 327, 337, 338, 341, 342, 353, 370, 422
Program evaluation - 31, 51, 99, 103, 104, 159, 179, 180, 220, 224, 248, 256, 330, 331, 332, 333, 344, 393, 404
Program theory - 331
Project ASSIST - 165, 212, 225, 226
Project Bridge - 119
Project COMPETE - 227, 228, 229, 231, 241
Project Employability - 319
Project IMPACT - 202
Project LINK - 382
Project LIVE - 375
Project MEAL - 242
Project PET - 153
Project PROGRESS - 379, 380
Project READDY - 207, 269
Project STEP - 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98
Project TAPS - 268
Project TIE - 246
Project TROPHY - 316
Project update - 48
Projects with Industry (PWI) - 40, 416
Psychiatrically disabled - 30, 150, 334, 335, 336, 337, 338, 339
Psychoeducational assessment - 453, 456
Public schools - 128

-Q-

Quality of life - 118, 121, 196, 356, 432, 433, 443
Quality of work life (QWL) - 308, 404, 437

-R-

Reading comprehension - 264
Recreation and leisure - 275
Regional Rehabilitation Exchange - 1
Rehabilitation - 87
Rehabilitation counseling - 120, 279, 299, 300, 302, 341, 364
Rehabilitation engineering - 33, 120
Research paper writing - 265
Research synthesis - 39, 102, 121, 131, 179, 182, 295, 329

Residential facilities - 193, 195, 196, 254
Resource directory - 116, 127
Rochester Institute of Technology - 323
Rural areas - 73, 88, 89, 90, 91, 92, 93, 94, 95, 197, 223, 257, 398, 445

-S-

Scales of Independent Behavior - 271, 272
School administrators - 354
School-to-Work Transitional Services Project - 208
SEVTC assessment scales for community integration - 137, 138
Secondary education - 93, 95, 154, 166, 171, 245, 259, 301, 346, 353, 377, 411, 442, 450
Secondary Transition and Employment Project (STEP) - 88, 89, 90, 91, 92, 93, 94, 95, 97, 98
Secondary Transition Intervention Effectiveness Institute - 52, 80, 81, 82
Self-control training - 135, 252, 278, 280, 362, 372
Sense of Coherence Scale (SOCS) - 356
Sexuality - 13
Sheltered workshops - 113, 248, 313, 366, 372, 404, 405, 415, 419, 425, 445
Simulation training - 3, 365
Social comparison - 402
Social predictions - 381, 382
Social security benefits - 24, 84, 288
Social skills - 18, 78, 92, 106, 110, 115, 118, 134, 162, 169, 194, 209, 218, 228, 243, 252, 280, 281, 295, 304, 310, 351, 360, 361, 362, 369, 403, 419, 435, 442
Social structure - 405
Social validation - 418
Special education - 25, 27, 59, 62, 74, 122, 166, 172, 177, 209, 210, 211, 247, 250, 277, 293, 315, 317, 318, 340, 343, 344, 348, 367, 384, 391, 397, 428, 430, 453, 456, 457
Special Education Parents Alliance - 63
Spinal cord injuries - 307
Statistical data - 71, 325
Steep SPAN - 204
Street crossing - 373
Stress management - 299
Structured Training and Employment Transitional Services (STETS) - 446
Student assessment - 80
Supplemental security income (SSI) - 84
Support groups - 34, 214
Supported work - 11, 53, 55, 83, 104, 107, 122, 126, 159, 233, 248, 270, 283, 286, 288, 293, 321, 328, 334, 335, 336, 338, 339, 357, 386, 400, 406, 412, 433

-T-

Task analysis - 64, 135, 203, 367, 429, 441
Technology - 70, 86, 312
Test taking skills - 266
Testing and measurement - 189, 190, 191, 192
Texas - 202, 268
Thresholds - 150
Trainable mentally handicapped - 19
Transition - 7, 8, 9 10, 16, 67, 82, 83, 95, 108, 118, 124, 127, 140, 141, 151, 153, 156, 158, 199, 205, 219, 238, 276, 288, 316, 321, 322, 327, 353, 370, 397, 410, 413
Transition Improvement Planning Project (TIP) - 232
Tutors - 296, 442

-U-

Unemployment - 85
United States Fair Labor Standards Act - 253
University of Missouri Institute for Human Development - 133
Utah - 216, 259

-V-

V-TECS Special Needs Model - 349
Video production - 126, 226
Virginia - 215, 233

Vocational Assessment and Curriculum Guide (VACG) - 243
Vocational education - 23, 25, 26, 68, 123, 148, 156, 172, 177, 211, 250, 253, 304, 308, 340, 342, 348, 349, 350, 371, 378
Vocational education special needs personnel - 4, 251, 292
Vocational evaluation - 20, 23, 25, 26, 27, 89, 97, 117, 155, 171, 175, 176, 229, 243, 247, 257, 350, 358, 359, 425, 427, 454
Vocational rehabilitation - 1, 30, 32, 33, 78, 120, 150, 175, 247, 286, 303, 305, 306, 313, 335, 337, 343, 358, 363, 407, 408, 430
Vocational special needs education - 181, 455
Vocational training - 7, 8, 14, 20, 64, 69, 90, 91, 92, 94, 117, 125, 134, 135, 156, 203, 213, 231, 234, 241, 246, 258, 269, 274, 278, 281, 282, 291, 293, 309, 326, 334, 342, 346, 347, 361, 365, 376, 394, 395, 400, 414, 424, 449, 450
Vocational Training and Placement of the Severely Handicapped (VOTAP) - 326
Volunteer model - 449

-W-

Wake County Transition Project - 206
Washington - 46, 47, 111, 112, 178, 277, 301
Washington, DC - 186
Whittier Union High School District - 378
Wisconsin - 165, 212, 218, 219, 220, 221, 225, 226
Women - 76
Word processing - 142, 143, 144, 145, 146, 147
Word study - 264
Work attendance - 402
Work behavior - 360, 361, 362, 366, 372, 405
Work environment - 18, 115, 120, 134, 211, 252, 280, 304, 342, 351, 437
Work incentives - 84
Work samples - 26, 176, 427
Work stations in industry model - 113
Workforce 2000 - 381, 382, 383
Wright State University - 168

-Y-

York County Transition Project - 160, 161

TITLE INDEX

-A-

Access to leisure. - 275

Achieving outcomes: A guide to interagency training in transition and supported employment. - 246

Acquisition and generalization of coffee purchase skills by adults with severe disabilities. - 441

Adapting instructional materials for mainstreamed students. - 136

Adult leisure education for the independent use of a community recreation center. - 368

Adults with learning disabilities: Clinical studies. - 72

Agency resource guide: A resource guide for students in transition from school to the community and world of work. - 198

Aging and mental retardation: Extending the continuum. - 195

The aging parent with a home-living handicapped dependent: Issues and legal planning. - 17

An analysis of occupational requirements relative to the employment of severely handicapped individuals. - 227

An analysis of select psychometric properties of the Vocational Assessment and Curriculum Guide. - 243

Analysis of seven behavioral domains of independent living. - 223

An analysis of the effects of a self-control training program on the acquisition and generalization of social behaviors in a work setting. - 115

An analysis of the effects of a social skills training program using self-instructions on the acquisition and generalization of two social behaviors in a work setting. - 252

Annotated bibliography on community integration for people with severe disabilities. - 56

Annotated bibliography on transition from school to work. - 82

Annotated bibliography: Transition research on problems of handicapped youth. - 316

Annual performance and financial reports: Developing Cooperative State Models to Meet the Transition Needs of Disabled Youth: An interagency approach. - 230

ARCA response on transition from school to work and on supported employment. - 321

Assessing & teaching job related social skills: A curriculum manual for students with mild handicaps. - 92

Assessing the quality of longitudinal surveys. - 333

Assessment of individuals with severe handicaps: An applied behavior approach to life skills assessment. - 77

Assimilating the learning disabled into a community college environment. Human Services Center. Final report. - 217

Assisting persons with severe disabilities to achieve success in integrated workplaces: Critical elements. - 53

Assisting the learning disabled: A program development and service delivery guide for university service providers, diagnosticians, tutors, counselors, and learning disabled students. - 29

-B-

Behavior management in work settings. - 387

Behavioral assessment of occupational skills of learning disabled adolescents. - 171

The best that you can be. - 394

Bridges from school to working life for handicapped youth: The view from Australia. - 158

-C-

Career aspiration models of adolescents and young adults: A comparison of handicapped and nonhandicapped students. - 9

Career decision making for adolescents and young adults with learning disabilities. - 109

Career development for persons with learning disabilities - 262

Career education for the learning disabled -- Where are we now? - 393

Career exploration: A curriculum manual for students with mild handicaps. - 97

Career exploration: A curriculum manual for students with moderate/severe handicaps. - 98

Career focus: A curriculum manual for students with mild, moderate or severe handicaps. - 90

Career related interpersonal skills for special education students: A high school curriculum. - 209

Catalog of exemplary rehabilitation programs and practices. - 1

The changing workplace: Implications of quality of work life for vocational education. - 308

College education for mentally retarded adults. - 424

Communication skills training for parents: Experimental and social validation. - 418

The community classroom: Technological vocational training for students with serious handicaps. - 347

Community instruction: A natural cues and corrections decision model. - 435

Community integration for people with severe disabilities. - 194

Community residences for persons with developmental disabilities: Here to stay. - 193

Community-referenced instruction: Research and issues. - 345

A comparison of computerized job matching systems. - 155

A comparison of external and self-instructional teaching formats with mentally retarded adults in a vocational training setting. - 278

A comparison of in-context and traditional instructional approaches: Total task, single trial versus backward chaining, multiple trials. - 367

A comparison of preschool and elderly community integration/demonstration projects at the University of Missouri Institute for Human Development. - 133

A comparison of the effects of teacher and peer supervision on work performance and on-task behavior. - 431

Compendium of project profiles 1987. - 81

Competitive employment for persons with mental retardation: From research to practice. - 121

Competitive Employment Through Vocational Experience (CETVE). Final report. - 201

Competitive employment training for mentally retarded adults: The supported work model. - 107

Competitive placement and training manual: PROGRESS. - 379

Compilation of statistical sources on adult disability. - 325

Composition, word processing, and the learning disabled college writer: An annotated bibliography. - 142

Computer programmer: Training for the disabled. - 69

Concepts and issues related to choice-making and autonomy among persons with severe disabilities. - 443

A conceptual framework and process for identifying the inservice needs of vocational educators serving special needs populations. - 290

Confessions of a community placement optimist. - 132

Contemporary issues in social skills research with mentally retarded persons. - 295

Contractor report: High school & beyond. Third follow-up (1986). Sample design report. - 377

Convergent-discriminant validity of the Jewish Employment and Vocational Service System. - 164

Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth: Final evaluation report. - 215

Corridors to careers: A trainer's manual. - 125

Cost benefit analysis of placing moderately and severely handicapped individuals into competitive employment. - 319

A curriculum to foster understanding of people with disabilities: Staff orientation manual. - 35

A curriculum to foster understanding of people with disabilities: The handicapped in literature. - 36

A curriculum to foster understanding of people with disabilities: Science and health education perspectives on the handicapped. - 37

A curriculum to foster understanding of people with disabilities: The handicapped in society. - 38

A curriculum-based vocational assessment procedure: Addressing the school-to-work transition needs of secondary schools. - 350

-D-

Daily decision-making in community residences: A social comparison of adults with and without mental retardation. - 448

Dealing with dropouts: The urban superintendent's call to action. - 245

Death and dying: A group experience with MR/DD adults. - 12

A decision-making process for the college-bound student: Matching learner, institution, and support program. - 399

The definition of developmental disabilities: A concept in transition. - 422

Differences between public and private rehabilitation services and the professionals who staff them. - 302

The differences in inappropriate behavior and instructional interactions in sheltered and nonsheltered work environments. - 366

Different shades of grey. - 130

Digest of data on persons with disabilities. - 22

Disability and the labor market: Economic problems, policies, and programs. - 24

Dissemination manuals of programs. - 378

Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps. - 370

-E-

Early lessons from the Marion County demonstration in integrating vocational and mental health services. - 337

Earnings of deaf RIT graduates as reported by the Internal Revenue Service. - 323

The education evaluator's workbook: How to assess education programs. - 31

Educational and occupational outcomes of Hispanic learning-disabled high school students. - 297

Educational validity: Procedures to evaluate outcomes in programs for severely handicapped learners. - 344

Educator's guide to exemplary special education curricula: Results of a national field based survey (1987): Reinventing wheels. - 384

The effect of functional vs. non-functional activities on attitudes/expectations of non-handicapped college students: What they see is what we get. - 434

Effective microcomputer assisted instruction for the vocational education of special needs students. - 340

Effects of choice on leisure participation for persons with severe handicaps. - 444

The effects of self-instruction on on-task behavior and work performance in a vocational training setting. - 135

Employer attitudes toward hiring the learning disabled. - 163

Employment of the handicapped through community involvement. - 16

Employment Training and Transition Project: Final report. - 301

The empowerment dynamic: Planning and implementing a support group network. - 34

Enclaves. - 126

An enriching experience. - 162

Equal to the task: 1981 Du Pont Survey of Employment of the Handicapped. - 396

Evaluating work performance by severely handicapped students in work experience settings. - 229

Evaluation report for Comprehensive Transition Model Vocational Training Program. - 376

The evolution of the Boston Self-Help Center. - 101

Examiners's manual. ICAP (Inventory for client and agency planning). - 273

Executive summary. Project CCTM. Year I. Tucson Unified School District. - 324

Executive summary. The ICD survey of disabled Americans. Bringing disabled Americans into the mainstream. A nationwide survey of 1,000 disabled people. - 6

Executive summary: The ICD Survey II: Employing disabled Americans: A nationwide survey of 920 employers. - 5

Express yourself: Communication disabilities need not be handicaps. - 70

Extending the traditions of Congress to one person with a developmental disability. - 284

-F-

Factors influencing parents' vocational aspirations for their children with mental retardation. - 282

Facts and attitudes about adult services for people with severe disabilities. - 114

The family: A potential resource in the provision of rehabilitation services. - 305

Family life cycle: Theoretical and empirical implications and future directions for families with mentally retarded members. - 100

Fast food employment for moderately and mildly retarded adults: The McDonald's Project. - 420

Federal assistance for mental retardation and developmental disabilities I: A review through 1961. - 407

Federal assistance for mental retardation and developmental disabilities II: The modern era. - 408

Final evaluation report: The job training and tryout project. - 186

Final evaluation report: Post-secondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults. - 234

Final evaluation report. Project name: PROGRESS (Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society). - 380

Final evaluation report: Service Demonstration Models: A Continuum of Coordinated Transition Services for the Developmentally Disabled in a Large Rural Area. - 257

Final evaluation report. Transition Project. December 1986. - 49

Final performance report. Part II: Project summary. Planning and developing cooperative transitional services for the handicapped in Connecticut. - 41

Final report: Demonstration project for learning disabled students in college. - 152

Final report: Employability Support Network of Disabled Youth. - 214

Final report: The Employment Retention Program: Richmond Unified School District. - 440

Final report: Handicapped Children's Model Demonstration Projects: A program for youth employment in rural and sparsely populated areas. - 88

Final report. Interagency guidelines for transition. - 43

Final report: Model for the Coordination of Post School Training for Special Education Graduates. - 111

Final report: A non-sheltered community-based vocational training model for students with severe behavior disorders. - 218

Final report for North Dakota Secondary Education and Transition Services for Handicapped Youth: A cooperative model for planning and developing transitional services. - 42

Final report overview: Model for the Coordination of Post School Training for Special Education Graduates. - 112

Final report. Project Bridge. September 1987. - 119

Final report: Project L.I.V.E.: Learning independence in varied environments. - 375

Final report: Secondary Education and Transitional Services Project. - 233

Final report. Transitional services for handicapped youth. - 47

Financial implications of half- and full-time employment for persons with disabilities. - 149

Financing community services in the United States: Results of a nationwide survey. - 409

Finding work: Cross national perspectives on employment and training. - 85

A five-year follow-up of sheltered workshop employees placed in competitive jobs. - 401

Follow-up of TMH program graduates as a basis for planning future educational services. - 19

A follow-up study of 52 learning disabled adolescents. - 166

A framework for comprehensive evaluation of the individualized education program (IEP). - 392

From high school to college: Keys to success for students with learning disabilities. Strategies to facilitate transition for college, high school and rehabilitation professionals. - 235

From theory to reality: Obstacles to the implementation of the normalization principle in human services. - 426

Functional assessment inventory manual. - 175

The future impact of technology on work and education. - 86

The future of the handicapped person and his community. - 131

-G-

Getting employed, staying employed: Job development and training for persons with severe handicaps. - 64

Gleaning: Sheltered employment for retarded adults in rural areas. - 445

Grant writing for human services: A training manual. - 28

Grays Harbor Transition Project: Final evaluation report. - 178

A guide to selecting word-processing software for learning disabled college writers. - 146

Guidelines for assessing job-related social skills of mildly handicapped students. - 351

Guidelines for making simulation an effective adjunct to in vivo community instruction. - 365

-H-

Handbook for adult clients. - 14

Handbook for the implementation of school-to-work transition skills for disadvantaged youth. - 7

Handbook of learning disabilities. Volume I: Dimensions and diagnosis. - 174

Handbook of microcomputers in special education. - 317

Handicapped applicants to college: An analysis of admissions decisions. - 65

Handicapped students as tutors. - 296

The Hawaii Transition Report: Final evaluation report. - 258

Help Wanted. - 395

High school programs for students with disabilities: What should parents expect? - 411

High-tech opens doors. - 414

Hiring workers who have an intellectual impairment: A guide for employers. - 291

History of federal transition policy. - 287

How to establish competency model programs for the delivery of vocational services to the severely multihandicapped. - 309

How to succeed in college: A handbook for students with learning disabilities. - 236

-I-

The ICD Survey II: Employing disabled Americans. A nationwide survey of 920 employers conducted for the disabled. - 71

The Illinois Competitive Employment Project: Enhancing transition through interagency collaboration: The final report. - 151

The impact of deinstitutionalization on families: A family systems approach. - 75

The impact of young handicapped children on families: Future research directions. - 102

Important skills for adults with mental retardation: The client's point of view. - 281

Improving the post-secondary education and employability of learning disabled students. - 167

Increasing positive social interactions by handicapped individuals during a recreational activity using a multicomponent treatment package. - 280

Industrial relations: A service-oriented approach to job development. - 303

Institutions cost more than community services. - 184

Instructional strategies for using microcomputers in vocational education. - 68

The integrated programming team: An approach for coordinating professionals of various disciplines in programs for students with severe and multiple handicaps. - 255

Integrated work opportunities for adults with severe handicaps: The extended training option. - 432

Integration of developmentally disabled individuals into the community. - 61

Integration of developmentally disabled individuals into the community (2nd. Ed.). - 254

Inter-observer agreement: How large should Kappa be? - 439

Interviewer's manual. Scales of independent behavior. - 272

Introduction to Project T.A.P.S. - 268

Involving consumers in decision-making. - 99

-J-

Job enrichment and the mentally retarded worker. - 437

Job preparation: A curriculum manual for students with mild, moderate, or severe handicaps. - 91

Job Training and Tryout employability skills curriculum. - 188

Job training placement for retarded youth: A survey. - 450

Jobs obtained by spinal cord injured rehabilitants: Implications for job placement practices. - 307

-L-

Leadership functions in a work-group clique of adults with mental retardation. - 405

Learning and adjustment: Implications of a national profile of development for adults with developmental disabilities. - 105

Learning disabilities: A report to the U.S. Congress. - 329

The learning disabled college student: Some considerations in setting objectives. - 169

Learning Disabled College Writers Project. Evaluation report 1985-1986. - 50

The learning disabled student in a college environment: A report of Wright State University's program. - 168

The learning mystique: A critical look at "learning disabilities." - 456

Learning to achieve: Rehabilitation counseling & the learning disabled adult. - 300

Least restrictive employment: The challenge to special education. - 355

Lessons on transitional employment: The STETS demonstration for mentally retarded workers. - 446

Liability issues in community-based programs: Legal principles, problem areas, and recommendations. - 60

Life satisfaction and sense of coherence among young adults with cerebral palsy. - 356

Living environments and mental retardation. - 196

Longitudinal leisure skills for severely handicapped learners: the Ho'onanea curriculum component. - 2

A longitudinal study of graduates of special education. - 277

A look at policy and its effect on special education and vocational rehabilitation services. - 352

-M-

Mainstreaming programs: Design features and effects. - 298

Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents. - 160

Making effective use of mailed questionnaires. - 330

Making integration work. Human policy reports: An action series. - 128

Making transitions work: Short- and long-term transition strategies: A planning guide for junior and senior high school teachers. - 95

A mandate to educate: The law and handicapped children. - 457

Marketing supported employment. - 357

Master directory: Research projects currently funded by U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. - 267

Materials on community programs for people with challenging behaviors. - 57

Materials on integrated early intervention programs for children with severe disabilities. - 58

Materials on integrated school programs for students with severe disabilities. - 59

Maximizing social contact for secondary students with severe handicaps. - 442

Measuring pupil progress toward the least restrictive alternative. - 391

Mediating behavior challenges presented by individuals with dual sensory impairments. - 222

Meeting the transition needs of college-bound students with learning disabilities. - 165

Mental retardation: Community transition. - 453

Meta-analysis of project replications. - 276

Meta-evaluation. - 256

Microcomputer resource book for special education. - 318

Microcomputers and the learning disabled college writer. - 147

Micros for LD college writers: Rewriting documentation for word-processing programs. - 145

The missing link in evaluating sheltered workshop programs: The clients' input. - 404

A model of career development for disabled adults. - 279

A model of parental participation in the pupil planning process. - 428

A model to prepare vocational educators and support services personnel in curriculum-based assessment. - 292

Modifying attitudes toward persons with disabilities: A review of reviews. - 182

Moving persons with disabilities into workforce 2000. - 382

A multi-level perspective on job terminations for adults with handicaps. - 21

-N-

National directory of training and employment programs for Americans with disabilities. - 116

National study of public spending for mental retardation and developmental disabilities. - 185

A national survey on the taxonomy of community living skills. - 228

National Transition Program Support System. Final report. - 45

Naturalistic evaluation. - 332

New challenges for parents of the mentally retarded in the 1980s. - 310

New directions for service delivery for learning disabled youth and young adults. - 452

The new institutions: Last ditch arguments. - 451

New perspectives on Down Syndrome. - 78

New roles for parents. - 413

The new victors: A progressive policy analysis of work reform for people with very severe handicaps. - 400

Nexus between competency-based education and vocational planning for students with handicapping conditions: A model. - 349

Ninth annual report to Congress on the implementation of the Education of the Handicapped Act. - 74

Normalization, social integration, and community services. - 110

-O-

Obtaining employer commitments to job development for persons with special needs: The employer interaction process. - 304

Occupational and psychosocial stressors as related to health problems: Implications for the rehabilitation counseling process. - 299

On developing LD college programs. - 170

Organizational barriers to productivity, meaningful wages, and normalized work opportunity for mentally retarded persons. - 415

-P-

Parent involvement in the education of handicapped children: A critique. - 417

Parent survey: Identification and validation of transition issues. - 289

Parent training guide. - 385

A parent, school, community partnership in career education for the mentally retarded. - 148

Parent-employer partnerships: Developing employment opportunities for youth with disabilities. - 447

Parent-professional teamwork. Employment project for persons with disabilities. - 63

Parental concerns and priorities in the education of disabled students. - 315

A parent's guide: Helping the handicapped student make a smooth transition to adult life. - 205

A parent's guide to vocational education. - 371

Participation of handicapped in apprenticeship: The state-of-the-art. - 274

Partners in the process: A handbook on transition for school and community programs serving learning disabled young adults. - 161

Partnerships in rehabiliitation: Tradition and challenge. - 363

Patterns of program evaluation practice among members of the Evaluation Research Society and Evaluation Network. - 180

Payment mechanisms for community employment: Realities and recommendations. - 436

Pizza Hut delivers on supported employment. - 283

Placement: Rehabilitation's asset to industry. - 311

Planning and developing cooperative models of transitional services for North Carolina's handicapped youth: Final evaluation report. - 200

A planning model for the development of intersector agreements and transitional services: Final report. - 197

The political economy of developmental disabilities. - 79

Post-secondary community placement of handicapped students: A five-year follow-up. - 398

Postsecondary model for Learning Disabilities (PS IM LD): Final report. - 260

Prevocational training of the severely retarded using task analysis. - 429

Problems and issues in delivering vocational education instruction and support services to students with learning disabilities. - 172

Procedural handbook for implementation of special education vocational delivery system. - 250

Proceedings and resource guide: Leadership training for transition planning. - 237

Proceedings of the Second Annual Conference: "Computer Technology/Special Education/ Rehabilitation." - 343

Proceedings of the Second International Seminar on Vocational Rehabilitation for Mentally Retarded Persons. - 313

A program evaluation study on employment services for developmentally disabled adults comparing a sheltered workshop program with a supported work program. - 248

Program models with exemplary components. - 238

Programs demonstrating model practices for integrating people with severe disabilities into the community. - 54, 129

Progress without punishment. - 221

Project abstracts. - 388

Project ASSIST - a demonstration project (Adult Services Supporting Instructional Survival Tactics): Final report. - 212

Project ASSIST program guide. - 225

Project COMPETE: Center for Innovation in Teaching the Handicapped. Final report. - 241

Project Employ: A multidisciplinary approach utilizing rehabilitation engineering to affect employment for persons with severe developmental disabilities: A handbook. - 33

Project IMPACT: End of the project report. October 1, 1984 - September 30, 1986. - 202

Project MEAL (Model for Employment and Adult Living): Final report and replication model. - 242

Project PET. Annual report. - 153

Project Plantwork: A horticulture employment initiative for workers with developmental disabilities. - 40

Project READDY: Job training manual. - 203

Project READDY (Real employment alternatives for developmentally disabled youth): Final report. - 207

Project READDY. The READDY Program. - 269

Project RETAIL (Reaching employment through applied individual learning). Final report. - 46

Prompting sequences in teaching independent living skills. - 421

A proposal for research: Longitudinal study of a sample of handicapped students. Technical proposal. - 67

-Q-

Quality and equality in employment services for adults with severe disabilities. - 433

-R-

Reasons for job loss: A review of employment termination studies of mentally retarded workers. - 8

Redirecting vocational training to the community college: A purchasable option for mildly handicapped consumers: Final report. - 213

Rehabilitation case management: An empirical investigation of selected rehabilitation counselor job skills. - 341

Rehabilitation: Dynamic of change. An anthropological view. - 87

Rehabilitation outcomes: Analysis and measurement. - 32

Reported factors contributing to job terminations of individuals with severe disabilities. - 369

Research and managerial strategies for integrating evaluation research into agency decision making. - 179

Research in learning disabilities: Issues and future directions. - 39

Research on professional rehabilitation competencies. - 364

Resource guide: Employment of the handicapped. - 314

Retrospective and prospective analysis: Linking program evaluation and forecasting. - 51

Review and analyses of existing national data on vocational special needs education. - 181

A review and evaluation of interventions implemented by Faribault State Hospital for selected class members in Welsch v. Levine. - 220

A review of involvement programs for parents of learning disabled children. - 173

Review of student assessment instruments and practices in use in secondary/transition projects. - 80

Revised MDC behavior identification form. - 117

The right place at the right time: Finding a job in the new economy. - 244

The role of special education in LD adolescents' transition from school to work. - 397

The role of work in psychiatric rehabilitation: A therapeutic alternative to competitive employment. - 150

-S-

Scales of independent behavior. - 271

The school administrator's role in providing vocational community-based programming for students with severe mental disabilities. - 354

School-aged transition services: Options for adolescents with mild handicaps. - 353

School-based vocational programs and labor laws. - 253

School-to-work transition for handicapped youth: Perspectives on educational and economic trends. - 211

Second annual report. 1987. Secondary Transition Intervention Effectiveness Institute. - 52

Secondary education and transitional services for handicapped youth planning project: Two year planning report. - 44

The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography. - 141

Secondary transition inservice training: Conference summary. - 154

A selective review of the professional literature concerning the transition process of learning disabled adolescents and adults. - 140

Self-advocacy and assertiveness for the learning disabled college student; How to use self-advocacy skills. - 261

Self-starting in the job market: The continuing need for job seeking skills training in rehabilitation. - 306

Severely handicapped youth exiting public education: Issues and concerns. - 322

SEVTC assessment scales for community integration of the severely/profoundly handicapped. Part I. Pre-entry screening instrument. - 137

SEVTC assessment scales for community integration of the severely/profoundly handicapped. Part IIA. Post-entry monitoring instrument. Preschool form: Ages birth through eight years. Part IIB. Post-entry monitoring instrument. Adolescent adult form: Ages eight through late middle age. - 138

Sexuality curricula. - 13

Sheltered employment and disabled citizens: An analysis of the work stations in industry model. - 113

Significant action of 99th Congress: An overview. - 288

Simulation training: An instructional approach to transition: A select annotated bibliography. - 3

Site visit report. Community work services. - 55

Social ecology of the workplace: Observer's manual. - 18

Social interaction patterns among employees in sheltered and nonprofit business settings. - 134

Social skills training with persons who are mentally retarded. - 403

Social-interpersonal skills relevant to job tenure for mentally retarded adults. - 419

Staffing strategies for implementing community-based instruction. - 96

Standards and accreditation in independent living. - 103

STEEP SPAN: Secondary Education and Transitional Services for Handicapped Youth. Final report. - 204

Stepping out: An overview of the STEP curriculum. - 93

Student handbook. - 263

A study of selected post-school employment patterns of handicapped and nonhandicapped graduates and dropouts. - 390

A study of the vocational assessment process as applied to vocational education: Final report. - 23

Subjective and objective methods of evaluating social programs. - 224

The successfull employer worker with a handicap: Employee/employer perceptions of job performance. - 360

A summary guide to social security and supplemental security income work incentives for the disabled and blind. - 84

Supported employment. - 286

Supported employment: A community implementation guide. - 122

Supported employment for individuals who are mentally ill: Program development. - 338

Supported employment for persons who are psychiatrically disabled: An historical and conceptual perspective. - 339

Supported employment in Illinois: Assessment issues. - 159

Supported employment in Illinois: Job coach issues. - 270

Supported employment in Illinois: Model programs. - 11

Supported employment in Illinois: Program implementation and evaluation. - 104

Supported employment: It works. - 386

Supported employment: Parental involvement. - 412

Supported employment: Transition from school to work. - 293

Supported work as a modification of the transitional employment model for clients with psychiatric disabilities. - 335

Survey of job training for hearing impaired youth questionnaire packet -
A) Career Training of Deaf Students;
B) Student Questionnaire - Survey of job training for hearing impaired youth;
C) Annual survey of hearing impaired child and youth form;
D) Counselor questionnaire. - 157

A survey of parental perceptions of work training for their severely handicapped children. - 231

Survival skills for learning disabled college students: Microcomputer word processing in a freshman composition class. - 143

Symposium overview: Employment for people with mental retardation. - 406

Synthesis of transition literature on education, employment, and independent living outcomes. - 438

Systems barriers to supported employment for persons with chronic mental illness. - 336

-T-

Teaching self-control procedures to individuals who are mentally retarded. - 362

Teaching the mentally retarded student: Curriculum, methods, and strategies. - 62

Technical characteristics of postsecondary admissions tests for handicapped examinees: A review of research. - 294

Technology for persons with severe disabilities: Practical and ethical considerations. - 312

A test battery for assessing the vocational competency of moderately mentally retarded persons. - 425

Test critiques compendium: Reviews of major tests from the test critiques series. - 192

Test preparation and test taking techniques. - 266

Testimony from learning disabled college writiers on the efficacy of word processing in their writing process. - 144

Testing adolescents: A reference guide for comprehensive psychological assessments. - 191

Testing adults: A reference guide for special psychodiagnostic assessments. - 190

Tests: A comprehensive reference for assessments in psychology, education, and business. - 189

Toward independence: An assessment of federal laws and programs affecting persons with disabilities - with legislative recommendations. - 66

Toward supported employment: A process guide for planned change. - 389

Train, don't test. - 20

Training a work ethic in severely mentally retarded workers -- Providing a context for the maintenance of skill performance. - 423

Training adults with mental retardation to pay bills. - 183

The training and generalization of social interaction during breaktime at two job sites in the natural environment. - 106

Training and personnel issues for supported employment programs which serve persons who are severely mentally ill. - 334

Training for effective transition for post-secondary level handicapped students residing in a rural area. 1984-1987 performance report. - 73

Training independent arrival behaviors to a severely mentally retarded child. - 374

Training parents as career educators of children with handicapping conditions: A manual for parent educators. - 210

Training severely handicapped students to cross partially controlled intersections. - 373

Transition and students with exceptionalities: A training manual. - 240

Transition from school to adult life: A handbook for service providers. - 239

Transition from school to adulthood for youth with severe handicaps. - 328

The transition from school to post-secondary education and training: A resource guide for students with a disability. - 127

Transition from school to work and adult life: A guide for planners. - 10

Transition from school to work: Changing attitudes and opportunities. - 410

Transition from school to work: New challenges for youth with severe disabilities. - 123

Transition from School to Work: Project funded by the U.S. Department of Education. Final program evaluation report. - 206

Transition from school to work: A study of young adults and their families in Pennsylvania. - 108

Transition from school to work for students with disabilities: ARCA position on PL 98-199. - 320

Transition Improvement Planning Project (TIP): Final report. - 232

Transition literature review: Educational, employment, and independent living outcomes. - 199

Transition of individuals with developmental disabilities from school to adult services: A procedural handbook for parents and teachers. - 249

Transition of Severely Disabled Youth from School-to-Work: A demonstration model. Human Resources Center. Final report. - 208

Transition project update. - 48

Transition services for young adults with severe disabilities: Defining professional and parental roles and responsibilities. - 251

Transitional employment and supported work: A partial annotated bibliography. - 83

Transitional programming for mildly disabled out of school young adults: An implementation manual. - 187

Transitioning persons with moderate and severe disabilities from school to adulthood: What makes it work? - 118

Transitioning special needs students into postsecondary vocational programs. - 156

Transitions to adult life for people with mental retardation. - 327

Translating vocational assessment into transition objectives and instruction. - 359

2001: Employment odyssey or opportunity for persons with handicapping conditions? - 348

-U-

Using appropriate documentation within the secondary/postsecondary transition process with learning disabled adolescents and adults. - 139

Using program theory in evaluation. - 331

The Utah Community-Based Transition Project for Youths with Severe Handicaps: Final report. - 259

The Utah Transition Planning and Employment Project: Final report. - 216

Utilizing a self-instructional training package to increase on-task behavior and work performance. - 372

-V-

VECTOR, a new direction: Final project report. - 177

Vocational assessment and evaluation systems: A comparison. - 176

Vocational assessment for vocational education: Competency analysis and work sample development. - 26

Vocational assessment in the school setting: A curriculum based model. - 89

Vocational assessment of special students: A guide. - 27

Vocational assessment of special students: A procedural manual. - 25

Vocational assessment of students with severe handicaps: A review of the literature. - 358

Vocational education for persons with handicaps. - 342

Vocational evaluation in special education. - 247

A vocational follow up evaluation of the 1984-1986 Madison Metropolitan School District graduates with severe intellectual disabilities. - 219

Vocational histories of sheltered workshop employees placed in projects with industry and competitive jobs. - 416

Vocational preparation for high school students with mild disabilities: A statewide study of administrator, teacher, and parent perceptions. - 346

Vocational rehabilitation and special education: A need for cooperation. - 430

Vocational reintegration of handicapped workers with assistive devices. - 120

Vocational special needs education: The what and how of providing effective technical assistance. - 455

Vocational special needs teacher education directory. - 4

Vocational training and placement of the severely handicapped: Vocational opportunities. - 326

The volunteer model of vocational habilitation as a component of the deinstitutionalization process. - 449

-W-

Who works and what works: Effects of race, class, age and gender on employment among the psychiatrically disabled. - 30

Women and disabilities: A life-cycle approach - 76

Word study: A problem-solving strategy for reading comprehension - 264

Work attendance in competitive employment: Comparison between employees who are nonhandicapped and those who are mentally retarded. - 402

The work behavior of employees with and without handicaps. - 361

Work evaluation and adjustment: An annotated bibliography. - 454

Work evaluation and the mentally retarded: Review and recommendations. - 427

Work exploration: A manual for initial on-site work instruction for students with mild, moderate or severe handicaps. - 94

Workforce 2000 agenda recognizes lifelong need to improve skills. - 383

Workforce 2000: Work and workers for the 21st century. - 381

Writing: The research paper. - 265

-Y-

Yes we can! - 226

You and your disability. - 15

Young adults with learning disabilities and other special needs: Guide for selecting postsecondary transition programs. - 285

Young people with handicaps: The road to adulthood. - 124

TRANSITION INSTITUTE DOCUMENTS IN ERIC

Chadsey-Rusch, Janis (1985).
The project directors' annual meeting. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Funded through Office of Special Education Programs, OSERS, U.S. Dept. of Education, Contract #300-85-0160) ERIC Document Reproduction Service No. ED 279 120

Chadsey-Rusch, Janis; Hanley-Maxwell, Cheryl; Phelps, L. Allen; & Rusch, Frank R. (1986).
School-to-work transition issues and models. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 121

Decoteau, J. Patrick; Leach, Lynda G.; & Harmon, Adrienne S. (1986).
Handbook for project directors. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Funded through Office of Special Education Program, OSERS, U.S. Dept. of Education, Contract #300-85-0160) ERIC Document Reproduction Service No. ED 279 117

Harnisch, Delwyn L.; Lichtenstein, Stephen J.; & Langford, James B. (1986).
Digest on youth in transition. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 118

Harnisch, Delwyn L.; Chaplin, Carolyn C.; Fisher, Adrian T.; & Tu, Jho-Ju. (1986).
Transition literature review on educational, employment, and independent living outcomes. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 122

Heal, Laird W.; Haney, Janell I.; Bamman, Vicki; & Phelps, L. Allen (1986).
First annual monograph: Meta-analysis evaluation group. Champaign: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 125

Leach, Lynda Nash; & Harmon, Adrienne Seccia (1986).
Annotated bibliography on transition from school to work (Vol. 1). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 115

Linn, Robert; & DeStefano, Lizanne (1986).
Review of student assessment instruments and practices in use in the Secondary/Transition Project. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 123

Phelps, L. Allen; Decoteau, J. Patrick; Frasier, James; Lichtenstein, Stephen; Markward, Martha; Ramsey, Sherry; Thomas, Roosevelt; & Violas, Patricia (1986).
Compendium of project profiles. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 119

Rusch, Frank R.; McNair, Jeff; & DeStefano, Lizanne (1986).
School-to-work research needs. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 279 124

Stake, Robert E. (1986).
Issues in research on evaluation: Improving the study of transition programs for adolescents with handicaps. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 116

PROJECT PRODUCTS LISTING

84.023D
Handicapped Children's Model Programs:
Youth Employment Projects

34.
Stephens, Robin; & Haley, Pat (Eds.) (1987).

The empowerment dynamic: Planning and implementing a support group network. Portland, OR: The Employability Support Network of Disabled Youth. Oregon Health Sciences University. Child Development & Rehabilitation Center. (OSERS File No. 14)

73.
Charles County Board of Education (1987).

Training for effective transition for post-secondary level handicapped students residing in a rural area. 1984-1987 performance report. La Plata, MD: Author. (OSERS File No. 60)

88.
Baumgart, Diane (1987).

Final report: Handicapped Children's Model Demonstration Projects: A program for youth employment in rural and sparsely populated areas. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

89.
Baumgart, Diane; & Perino, Daniel M. (n.d.).

Vocational assessment in the school setting: A curriculum based model. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

90.
Baumgart, Diane; Anderson, Jane; Perino, Daniel M.; Purdy, Susan; Schenck, Kathy; Moody, Gena; & Sand, Colleen M. (1987).

Career focus: A curriculum manual for students with mild, moderate or severe handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

91.
Baumgart, Diane; Anderson, Jane; Perino, Daniel M.; Purdy, Susan; Schenck, Kathy; & Moody, Gena (n.d.).

Job preparation: A curriculum manual for students with mild, moderate, or severe handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

92.
Baumgart, Diane; & Anderson, Jane (n.d.).

Assessing & teaching job related social skills: A curriculum manual for students with mild handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

93.
Baumgart, Diane; Anderson, Jane; Purdy, Susan; Perino, Daniel M.; Moody, Gena; & Schenck, Kathy (n.d.).

Stepping out: An overview of the STEP curriculum. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

94.
Baumgart, Diane; Purdy, Susan; & Anderson, Jane (n.d.).

Work exploration: A manual for initial on-site work instruction for students with mild, moderate or severe handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

95.
Baumgart, Diane; Perino, Daniel M.; Moody, Gena; Anderson, Jane; Purdy, Susan; & Schenck, Kathy (n.d.).

Making transitions work: Short- and long-term transition strategies: A planning guide for junior and senior high school teachers. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

96.
Baumgart, Diane; & VanWalleghem, John (1986).

Staffing strategies for implementing community-based instruction. Journal of the Association for Persons with Severe Handicaps, 11(2), 92-102. (OSERS File No. 9)

97.
Baumgart, Diane; & Anderson, Jane (1986).

Career exploration: A curriculum manual for students with mild handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

98.
Baumgart, Diane; & Purdy, Susan (n.d.).

Career exploration: A curriculum manual for students with moderate/severe handicaps. Moscow, ID: University of Idaho. Special Education Department. Secondary Transition & Employment Project (STEP). (OSERS File No. 9)

119.
Tenney, Fred; DeMarsh, Joseph P.; Karimi, Sherry; & Zrihen, Pamela (1987).

Final report. Project Bridge. September 1987. Scottsdale, AZ: Southwest Business, Industry & Rehabilitation Association. (OSERS File No. 8)

177.
Lindskoog, Wayne (1987).

VECTOR, a new direction: Final project report. Eden Prairie, MN: Hennepin Technical Centers. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Youth Employment Projects, Washington, D.C.) (OSERS File No. 11)

214.
Stephens, Robin; & Haley, Pat (1987).

Final report: Employability Support Network of Disabled Youth. Portland, OR: Oregon Health Sciences University, Crippled Children's Division. (OSERS File No. 14)

218.
Donnellan, Anne M.; & Greunewald, Lee J. (1987).

Final report: A non-sheltered community-based vocational training model for students with severe behavior disorders. Madison, WI: University of Wisconsin; and Madison Metropolitan School District. (OSERS File No. 18)

219.
Brown, Lou; Rogan, Patty; Shiraga, Betsy; Albright, Kathy Zanella; Kessler, Kim; Bryson, Fred; VanDeventer, Pat; & Loomis, Ruth (1987).

A vocational follow up evaluation of the 1984-1986 Madison Metropolitan School District graduates with severe intellectual disabilities [Draft]. Madison, WI: University of Wisconsin and Madison Metropolitan School District. (OSERS File No. 18)

220.
Donnellan, Anne M.; & Negri-Shoultz, Nan (1986).

A review and evaluation of interventions implemented by Faribault State Hospital for selected class members in Welsch v. Levine. Madison, WI: University of Wisconsin. (OSERS File No. 18)

221.
Donnellan, Anne M.; Lavigna, Gary W.; Negri-Shoultz, Nanette; & Fassbender, Lynette (in press).

Progress without punishment. New York: Teachers College Press. (OSERS File No. 18)

222.
Donnellan, Anne M.; Kosovac, Linda; & Clark, Marsha J. (in press).

Mediating behavior challenges presented by individuals with dual sensory impairments [pre-publication copy]. Journal of the Association for Persons with Severe Handicaps. (OSERS File No. 18)

259.
Hardman, Michael L.; McDonnell, John; Hightower, Julia; & Berg, Loydene (1987).

The Utah Community-Based Transition Project for Youths with Severe Handicaps: Final report. Salt Lake City, UT: University of Utah, Department of Special Education. (OSERS File No. 16)

301.
Schrag, Judy; Kirsch, Greg; & Jackson, Carla 1987.

Employment Training and Transition Project: Final report. Olympia, WA: Office of Superintendent of Public Instruction and University of Oregon. (OSERS File No. 17)

84.023G
Handicapped Children's Model Demonstration Program: Post-Secondary Projects

30.
Cook, Judith A.; & Roussel, Amy E. (1987).

Who works and what works: Effects of race, class, age and gender on employment among the psychiatrically disabled. Paper presented at the meeting of the American Sociological Association, Chicago, Illinois. (OSERS File No. 55)

111.
Busse, Dennis; & Edgar, Eugene (1987).

Final report: Model for the Coordination of Post School Training for Special Education Graduates. Seattle, WA: Networking and Evaluation Team, Experimental Education Unit, Child Development and Mental Retardation Center, College of Education, University of Washington. (OSERS File No. 67)

112.
Schrag, Judy A.; Kirsch, Greg G.; & Jackson, Carla (1987).

Final report overview: Model for the Coordination of Post School Training for Special Education Graduates. Olympia, WA: Office of the Superintendent of Public Instruction. (OSERS File No. 67)

126.
Specialized Training Program. Center on Human Development. College of Education. University of Oregon (n.d.).

Enclaves [Videocassette]. Eugene, OR: Author. (OSERS File No. 65)

151.
Rusch, Frank R.; Lagomarcino, Thomas R.; McKee, Meredith; & Allshouse, Shaun. (1987).

The Illinois Competitive Employment Project: Enhancing transition through interagency collaboration: The final report. Champaign, IL: University of Illinois. (OSERS File No. 56)

160.
University of Southern Maine. The York County Transition Project. Human Services Development Institute. Center for Research and Advanced Study. (1987).

Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents. Portland, ME: Author. (OSERS File No. 59)

167.
Bernacchio, Charles; & Fortinsky, Richard (1987, October).

Improving the post-secondary education and employability of learning disabled students. Paper presented at the Third Northeast International Symposium on Exceptional Children and Youth, Portland, ME. (OSERS File No. 59)

186.
Katski, Mary Ann (1987).

Final evaluation report: The job training and tryout project. Washington, DC: The George Washington University. (OSERS File No. 54)

187.
Katski, Mary Ann; Mendelson, Marsha; Foster, Jenny; Tilson, George; & Neubert, Debra. (1987).

Transitional programming for mildly disabled out of school young adults: An implementation manual. Washington, DC: The George Washington University. (OSERS File No. 54)

188.
Katski, Mary Ann, et al. (1987).

Job Training and Tryout employability skills curriculum [DRAFT]. Washington, DC: The George Washington University. (OSERS File No. 54)

203.
Berkell, Dianne E.; Lapsley, Diana; Fichandler, Cindy; Ufheil, Janet; & Berry, Patrick (n.d.).

Project READDY: Job training manual. Greenvale, NY: Long Island University, Special Education and Reading Department. (OSERS File No. 62)

207.
Berkell, Dianne (1987).

Project READDY (Real employment alternatives for developmentally disabled youth): Final report. Brookville, NY: Long Island University, C. W. Post Campus, Department of Special Education. (OSERS File No. 62)

234.
Nisbet, Jan (1987).

Final evaluation report: Post-secondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults. Syracuse, NY: Syracuse University, Division of Special Education and Rehabilitation. (OSERS File No. 64)

269.
Long Island University. C. W. Post Center. Department of Special Education (Producer) (1987).

Project READDY. The READDY Program [videocassette]. Greenvale, NY: Producer. (OSERS File No. 62)

379.
Lang, Eileen; Hoover, Tracy; & Schloss, Patrick (1987).

Competitive placement and training manual: PROGRESS. State College, PA: The Association for Retarded Citizens, Centre County, Pa., Inc. (OSERS File No. 66)

380.
Bupp, Donna M. (1987).

Final evaluation report. Project name: PROGRESS (Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society). State College, PA: The Association for Retarded Citizens, Centre County, Pa., Inc. (OSERS File No. 66)

84.078B
Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

209.
Flugman, Bert; Goldman, Leo; Katz, David; Lee, Middred K; & Lynch, Maureen (1987).

Career related interpersonal skills for special education students: A high school curriculum. New York: City University of New York. Center for Advanced Study in Education (CASE). (OSERS File No. 90)

210.
Lee, Mildred K.; & Katz, David (1987).

Training parents as career educators of children with handicapping conditions: A manual for parent educators. New York: City University of New York. Center for Advanced Study in Education (CASE). (OSERS File No. 90)

213.
Flugman, Bert; & Perin, Dolores (1987).

Redirecting vocational training to the community college: A purchasable option for mildly handicapped consumers: Final report. New York: City University of New York, the Graduate School and University Center, Center for Advanced Study in Education, Institute for Research and Development in Occupational Education. (OSERS File No. 90)

217.
Michaels, Craig (1987).

Assimilating the learning disabled into a community college environment. Human Services Center. Final report. Albertson, New York: Human Resources Center. (OSERS File No. 85)

235.
Michaels, Craig A.; Thaler, Richard; Gioglio, Margaret; Zwerlein, Rayna; & Apostoli, Beth (1987).

From high school to college: Keys to success for students with learning disabilities. Strategies to facilitate transition for college, high school and rehabilitation professionals. Albertson, NY: Human Resources Center. (OSERS File No. 85)

236.
Michaels, Craig A.; Thaler, Richard; Gioglio, Margaret; Zwerlein, Rayna; & Apostoli, Beth (1987).

How to succeed in college: A handbook for students with learning disabilities. Albertson, NY: Human Resources Center. (OSERS File No. 85)

260.
Bernthal, John; Leuenberger, Jan; & Morris, Mary Jane (1987).

Postsecondary Model for Learning Disabilities (PS IM LD): Final report. Lincoln, NE: University of Nebraska, Department of Special Education and Communication Disorders. (OSERS File No. 89)

261.
Egly, Nancy J.; Leuenberger, Janice E.; Morris, Mary J.; Friedman, Brenda G.; & Geis, Julie M. (1985 & 1987).

Self-advocacy and assertiveness for the learning disabled college student (Study Manual #4); How to use self-advocacy skills (Study Manual #4, Part II; & videocassette) Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (OSERS File No. 89)

262.
Egly, Nancy J.; Geis, Julie M.; Leuenberger, Janice E.; & Morris, Mary J. (1987).

Career development for persons with learning disabilities (Study Manual #5). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (OSERS File No. 89)

263.
Geis, Julie; Leuenberger, Jan; Menefee, Kevin; & Morris Mary (1986).

Student handbook. Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U. S. Department of Education) (OSERS File No. 89)

264.
Friedman, Brenda G.; Leuenberger, Janice E.; & Morris, Mary J. (1985).

Word study: A problem-solving strategy for reading comprehension (Study Manual #2). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (OSERS File No. 89)

265.
Friedman, Brenda G.; Leuenberger, Janice E.; & Morris, Mary J. (1985).

Writing: The research paper (Study Manual #3). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (OSERS File No. 89)

266.
Friedman, Brenda G.; Leuenberger, Janice E.; & Morris, Mary J. (1985).

Test preparation and test taking techniques (Study Manual #1). Lincoln, NE: University of Nebraska, The Barkley Memorial Center, Postsecondary Intervention Model for Learning Disabilities. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education) (OSERS File No. 89)

84.078C
Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

23.
Chase, Shirley A.; Izzo, Margo V.; & Dunfee, Matthew (1987).

A study of the vocational assessment process as applied to vocational education: Final report. Columbus, OH: The National Center for Research in Vocational Education. The Ohio State University. (OSERS File Nos. 107 and 128)

69.
Valencia Community College (1987).

Computer programmer: Training for the disabled. Orlando, FL: Author. (OSERS File No. 154)

127.
Gartner, Alan; & Lipsky, Dorothy Kerzner (1987).

The transition from school to post-secondary education and training: A resource guide for students with a disability. New York: Center for Advanced Study in Education. Graduate School and University Center. City University of New York. (OSERS File No. 109)

139.
Aase, Susan; & Price, Lynda (n.d.).

Using appropriate documentation within the secondary/postsecondary transition process with learning disabled adolescents and adults. Minneapolis, MN: University of Minnesota - General College. The Secondary/Postsecondary Transition Project for Learning Disabled Youth. (OSERS File No. 117)

140.
Price, Lynda (n.d.).

A selective review of the professional literature concerning the transition process of learning disabled adolescents and adults. Minneapolis, MN: University of Minnesota - General College. The Secondary/Postsecondary Transition Project for Learning Disabled Youth. (OSERS File No. 117)

141.
Price, Lynda; & Johnson, Kevin E. (1986).

The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography. Minneapolis, MN: University of Minnesota - General College. The Secondary/Postsecondary Transition Project for Learning Disabled Youth. (OSERS File No. 117)

142.
Engen-Wedin, Nancy; & Collins, Terence (1986).

Composition, word processing, and the learning disabled college writer: An annotated bibliography. Minneapolis, MN: University of Minnesota - General College. Learning Disabled College Writers Project. (OSERS File No. 104)

143.
Price, Lynda; & Margolis, William (n.d.).

Survival skills for learning disabled college students: Microcomputer word processing in a freshman composition class. Minneapolis, MN: University of Minnesota - General College. The Learning Disabled College Writers Project. (OSERS File No. 104)

144.
Collins, Terence; & Price, Lynda (1986).

Testimony from learning disabled college writers on the efficacy of word processing in their writing process [Working paper]. Minneapolis, MN: University of Minnesota - General College. The Learning Disabled College Writers Project. (OSERS File No. 104)

145.
Collins, Terence G.; & Price, Lynda (1986).

Micros for LD college writers: Rewriting documentation for word-processing programs. Learning Disabilities Focus, 2(1), 49-54. (OSERS File No. 104)

146.
Collins, Terence; & Price, Lynda (1986).

A guide to selecting word-processing software for learning disabled college writers [Working paper]. Minneapolis, MN: University of Minnesota - General College. The Learning Disabled College Writers Project. (OSERS File No. 104)

147.
Collins, Terence; & Price, Lynda (1987).

Microcomputers and the learning disabled college writer. Collegiate Microcomputer, 5(1), 26-31. (OSERS File No. 104)

152.
Rader, Doris B. (1987).

Final report: Demonstration project for learning disabled students in college. Cocoa, FL: Brevard Community College. (OSERS File No. 122)

212.
Mischio, George; & Dalke, Connie (1987).

Project ASSIST - a demonstration project (Adult Services Supporting Instructional Survival Tactics): Final report. Whitewater, WI: University of Wisconsin-Whitewater. (OSERS File No. 105)

225.
Dalke, Connie (1987).

Project ASSIST program guide. Whitewater, WI: University of Wisconsin. (OSERS File No. 105)

226.
Project ASSIST (1987).

Yes we can! [videocassette]. Whitewater, WI: University of Wisconsin-Whitewater. Department of Special Education. (OSERS File No. 105)

268.
Amarillo College. ACcess Division. ACcessibility Services (Producer) (1987).

Introduction to Project T.A.P.S. [Videocassette]. Amarillo, TX: Producer. (OSERS File No. 167)

84.086M
Transition Skills Development for Severely Handicapped Including Deaf-Blind Youth

249.
San Diego County Supported Employment Task Force (n.d.).

Transition of individuals with developmental disabilities from school to adult services: A procedural handbook for parents and teachers [Draft]. El Cajon, CA: Grossmont Union High School District. (OSERS File No. 140)

250.
Grossmont Union High School District (n.d.).

Procedural handbook for implementation of special education vocational delivery system [Draft]. El Cajon, CA: Author. (OSERS File No. 140)

84.158A
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Projects

12.
Grace, Sarah; & Culpepper, Maribeth (n.d.).

Death and dying: A group experience with MR/DD adults. Los Alamos, NM: Las Cumbres Learning Services, Inc. (OSERS File No. 28)

13.
Grace, Sarah; & Culpepper, Maribeth (1983).

Sexuality curricula. Los Alamos, NM: Las Cumbres Learning Services, Inc. (OSERS File No. 28)

14.
Tompkins-McGill, Patricia; Rush, Mary; Wiley, Michael; Garcia, Ron; Culpepper, Maribeth; Kihnel, Larry; & Grace, Sarah (1985).

Handbook for adult clients. Los Alamos, NM: Las Cumbres Learning Services, Inc. (OSERS File No. 28)

15.
Grace, Sarah; & Culpepper, Maribeth (n.d.).

You and your disability. Los Alamos, NM: Las Cumbres Learning Services, Inc. (OSERS File No. 28)

16.
Las Cumbres Learning Services, Inc. (n.d.).

Employment of the handicapped through community involvement. Los Alamos, NM: Author. (OSERS File No. 28)

208.
Swirsky, Jessica (1987).

Transition of Severely Disabled Youth from School-to-Work: A demonstration model. Human Resources Center. Final report. Albertson, NY: Human Resources Center. (OSERS File No. 29)

227.
Easterday, Joseph R. (1987).

An analysis of occupational requirements relative to the employment of severely handicapped individuals (Working Paper #87-3). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (OSERS File no. 26)

228.
Dever, Richard B. (1987).

A national survey on the taxonomy of community living skills (Working Paper #87-4). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (OSERS File No. 26)

229.
Easterday, Joseph R.; Dever, Richard B.; & Sitlington, Patricia L. (1987).

Evaluating work performance by severely handicapped students in work experience settings (Working Paper #87-5). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (OSERS File No. 26)

231.
Dever, Richard B. (1987).

A survey of parental perceptions of work training for their severely handicapped children (Working Paper #87-6). Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped, Project COMPETE. (OSERS File No. 26)

233.
Wehman, Paul (1987).

Final report: Secondary Education and Transitional Services Project. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research & Training Center. (OSERS File No. 32)

241.
Polsgrove, Lewis; Dever, Richard; Sitlington, Patricia; & Easterday, Joe (1987).

Project COMPETE: Center for Innovation in Teaching the Handicapped. Final report. Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped. (OSERS File No. 26)

246.
Everson, Jane M.; Barcus, Mike; Moon, M. Sherrill; & Morton, M. V. (Eds.) (1987).

Achieving outcomes: A guide to interagency training in transition and supported employment. Richmond, VA: Project Transition into Employment (TIE), Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University. (OSERS File No. 32)

257.
Tompkins-McGill, Patricia (1988).

Final evaluation report: Service Demonstration Models: A Continuum of Coordinated Transition Services for the Developmentally Disabled in a Large Rural Area. Los Alamos, NM: Las Cumbres Learning Services, Inc. (OSERS File No. 28)

258.
Stodden, Robert A.; & Browder, Phyllis Meighen (1987).

The Hawaii Transition Report: Final evaluation report. Honolulu, HI: University of Hawaii at Manoa, The Hawaii Transition Project, College of Education, Department of Special Education. (OSERS File No. 25)

376.
Whittier Union High School District (1988).

Evaluation report for Comprehensive Transition Model Vocational Training Program. Whittier, CA: Author. (OSERS File No. 21)

378.
Whittier Union High School District. Career Assessment Center 1988.

Dissemination manuals of programs. Whittier, CA: Author. (OSERS File No. 21)

385.
Stodden, Robert A.; Browder, Phyllis Meighen; Boone, Rosalie; Patton, James R.; Hill, Michele; Fickens, James; Cushner, Hyla; & Nishimoto, Joanne 1987.

Parent training guide. Honolulu, HI: Hawaii Transition Project. Department of Special Education. University of Hawaii-Manoa. (OSERS File No. 25)

394.
Garten, Ann; Hulbert, Dan; Rosenberg, R.; Vierling, Lee (Producer); & Bolton, Bonnie 1987.

The best that you can be [Videocassette]. Whittier, CA: Career Assessment & Placement Center. (OSERS File No. 21)

395.
Garten, Ann; Hulbert, Dan; Rosenberg, R.; Vierling, Lee (Producer); & Bolton, Bonnie 1987.

Help Wanted [Videocassette]. Whittier, CA: Career Assessment & Placement Center. (OSERS File No. 21)

440.
Gaylord-Ross, Robert 1987.

Final report: The Employment Retention Program: Richmond Unified School District. Richmond, CA: Richmond Unified School District. (OSERS File No. 20)

84.158B
Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

41.
Schmitt, Elizabeth M.; Esposito, Sally; & Spence, Kathleen L. (1986).

Final performance report. Part II: Project summary. Planning and developing cooperative transitional services for the handicapped in Connecticut. Hartford, CT: State of Connecticut. Department of Education. (OSERS File No. 70)

42.
Gronberg, Gary W. (1987).

Final report for North Dakota Secondary Education and Transition Services for Handicapped Youth: A cooperative model for planning and developing transitional services. Bismarck, ND: State of North Dakota Department of Public Instruction. (OSERS File No. 75)

43.
Arnold, Mitylene (1986).

Final report. Interagency guidelines for transition. Athens, GA: University Affiliated Program. University of Georgia. (OSERS File No. 74)

44.
Mesta, Josephine G. (1987).

Secondary education and transitional services for handicapped youth planning project: Two year planning report. Saipan, CM: Commonwealth of the Northern Mariana Islands. Office of the Superintendent. Department of Education. (OSERS File No. 78)

45.
Galloway, James R. (1986).

National Transition Program Support System. Final report. Washington, DC: National Association of State Directors of Special Education. (OSERS File No. 73)

46.
Alexander, Charles; & Olson, Ted (1987).

Project RETAIL (Reaching employment through applied individual learning). Final report. Tacoma, WA: Clover Park Schools. (OSERS File No. 77)

47.
Bradford, Charles (1986).

Final report. Transitional services for handicapped youth. Washington, DC: International Association of Machinists and Aerospace Workers. (OSERS File No. 72)

48.
Bennett, Barbara (1987).

Transition project update. Wilmington, DE: Delaware Division of Vocational Rehabilitation. (OSERS File No. 71)

49.
Murphy, Thomas (1986).

Final evaluation report. Transition Project. December 1986. Santa Barbara, CA: Santa Barbara High School District. (OSERS File No. 69)

154.
Commonwealth of the Northern Mariana Islands, Dept. of Education, Special Education Program (1986).

Secondary transition inservice training: Conference summary. Eugene, OR: Western Regional Resource Center, University of Oregon, College of Education. (OSERS File No. 78)

202.
Turner, Ruth; Quinones, Wm. A.; & Ozmun, Eleanor (1986).

Project IMPACT: End of the project report. October 1, 1984 - September 30, 1986. Dallas, TX: Project IMPACT, Dallas Independent School District. (OSERS File No. 76)

84.158C
Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

153.
Morrow, Sue Ann (1986).

Project PET. Annual report. Kirksville, MO: EDGE, Inc. (OSERS File No. 39)

178.
Organizational Architects, Inc. (1987).

Grays Harbor Transition Project: Final evaluation report. Redmond, WA: Author. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services) (OSERS File No. 50)

197.
Feis, Gillford E.; & Elliott, Barb (1987).

A planning model for the development of intersector agreements and transitional services: Final report. Hastings, NE: Educational Service Unit #9. (OSERS File No. 37)

198.
Educational Service Unit #9 (n.d.).

Agency resource guide: A resource guide for students in transition from school to the community and world of work. Hastings, NE: Author. (OSERS File No. 37)

200.
Harris, E. Lowell (1987).

Planning and developing cooperative models of transitional services for North Carolina's handicapped youth: Final evaluation report. Raleigh, NC: North Carolina Department of Public Instruction, Division for Exceptional Children. (OSERS File No. 43)

201.
Test, David (1987).

Competitive Employment Through Vocational Experience (CETVE). Final report. Charlotte, NC: University of North Carolina. (OSERS File No. 41)

204.
Caccamo, James M. (1987).

STEEP SPAN: Secondary Education and Transitional Services for Handicapped Youth. Final report. Independence, MO: School District of Independence. (OSERS File No. 42)

205.
School District of Independence (1985).

A parent's guide: Helping the handicapped student make a smooth transition to adult life. Independence, MO: Author. (OSERS File No. 42)

206.
Holjes, M. Kay; Nay, Debra J.; & Routon, Vickie L. (1987).

Transition from School to Work: Project funded by the U.S. Department of Education. Final program evaluation report. Durham, NC: Employment Opportunities, Inc. (OSERS File No. 47)

215.
Quarles, A. Geneva (1987).

Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth: Final evaluation report. Richmond, VA: Children's Hospital. (OSERS File No. 44)

216.
Nakao, Gary; & Behle, Susan S. (1987).

The Utah Transition Planning and Employment Project: Final report. Salt Lake City, UT: Utah State Department of Social Services, Division of Services to the Handicapped. (OSERS File No. 36)

230.
Brown, Cynthia G. (1987).

Annual performance and financial reports: Developing Cooperative State Models to Meet the Transition Needs of Disabled Youth: An interagency approach. Washington, DC: Council of Chief State School Officers. (OSERS File No. 52)

232.
Norman, Michael E. (1987).

Transition Improvement Planning Project (TIP): Final report. Frankfort, KY: University of Kentucky, Interdisciplinary Human Development Institute; and the Kentucky Department of Education, Office of Education for Exceptional Children. (OSERS File No. 48)

237.
North Carolina Department of Public Instruction, Division for Exceptional Children; & Mid-South Regional Resource Center, University of Kentucky (1986).

Proceedings and resource guide: Leadership training for transition planning. Raleigh, NC: Author. (OSERS File No. 43)

238.
North Carolina Department of Public Instruction, Division for Exceptional Children (1987).

Program models with exemplary components. Raleigh, NC: Author. (OSERS File No. 43)

239.
North Carolina Department of Public Instruction, Division for Exceptional Children (1987).

Transition from school to adult life: A handbook for service providers. Raleigh, NC: Author. (OSERS File No. 43)

240.
North Carolina Department of Public Instruction, Division for Exceptional Children (1987).

Transition and students with exceptionalities: A training manual. Raleigh, NC: Author. (OSERS File No. 43)

242.
Crawford, Dorothy; Crawford, Robert; & Faas, Larry A. (1987).

Project MEAL (Model for Employment and Adult Living): Final report and replication model. Phoenix, AZ: Research and Development Training Institutes, Inc. (OSERS File No. 51)

275.
Kentucky Coalition for Career and Leisure Development (1987).

Access to leisure. Lexington, KY: Author. (OSERS File No. 139)

324.
Bounds, Betsy 1987.

Executive summary. Project CCTM. Year I. Tucson Unified School District. Tucson, AZ: Tucson Unified School District. (OSERS File No. 134)

375.
Barnes, Kathy; Schock, Peggy; & Schwarzentraub, Gerry (1987).

Final report: Project L.I.V.E.: Learning independence in varied environments. Stockton, CA: Stockton Unified School District. (OSERS File No. 40)

OSERS PROJECTS FILE LISTING

84.023D
Handicapped Children's Model Programs: Youth Employment Projects

	OSERS File No.
Dr. Diane Baumgart Project Director Department of Special Education University of Idaho Moscow, ID 83843 (208) 885-6172	9
J. Edward Carter Project Director Boston College McGuinn Hall, B-19 Chestnut Hill, MA 02167 (617) 552-8208	10
Dr. Charles C. Coker Project Director Research and Training Center University of Wisconsin/Stout Menomonie, WI 54751 (715) 232-1151	19
Dr. Joseph Demarsh Project Director Southwest Business, Industry & Rehabilitation Association 4410 N. Saddlebag Trail Scottsdale, AZ 85251 (602) 274-2710	8
Dr. Anne M. Donnellan Project Director University of Wisconsin/Madison 1025 W. Johnson, Room 570 Madison, WI 53706 (608) 263-4272	18
Carla Jackson Project Director Office of Superintendent of Public Instruction Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-6733	17
Dr. Alan Lerman Project Director Lexington Center, Inc. 30th Avenue & 75th Street Jackson Heights, NY 11370 (718) 899-8800 Ext. 316	12
Dr. John McDonnell Project Director Milton Bennion Hall 221 University of Utah Salt Lake City, UT 84112 (801) 581-8121	16
John Melder Rochester City School District 131 W. Broad Street Rochester, NY 14608 (716) 325-4560 Ext. 2313	13
Dr. Jo Ann Sowers Project Director Oregon Research Institute 1899 Williamette Eugene, OR 97401 (503) 484-2123	15

OSERS
File No.

Pat Haley 14
Oregon Health Services
University
Child Development &
Rehabilitation Center
P.O. Box 574
Portland, OR 97207
(503) 225-8313

Wayne A. Lindskoog 11
Project Coordinator
VECTOR
Hennepin Technical Centers -
South Campus
9200 Flying Cloud Drive
Eden Prairie, MN 55447
(612) 944-2222

84.023G
Handicapped Children's Model Demonstration Program: Post-Secondary Projects

Cynthia Andrews
Project Director
Transitional Employment Enterprises
1361 Elm Street
Manchester, NH 03103
(603) 624-0600
OSERS File No. 61

Joyce Beam
Project Director
Charles County Board of Education
P.O. Box D
Laplata, MD 20646
(301) 932-6610 Ext. 428
(301) 870-3814
OSERS File No. 60

Dr. Dianne E. Berkell
Project Director
Long Island University
C.W. Post Campus
Department of Special Education
Brookville, NY 11548
(516) 299-2125
OSERS File No. 62

Charles Bernacchio
Project Director
University of Southern Maine
Human Services Development Institute
96 Falmouth Street
Portland, ME 04096
(207) 780-4430
OSERS File No. 59

Donna Bupp
Project Director
Association for Retarded Citizens
305 South Burrowes Street
State College, PA 16801
(814) 238-1444
OSERS File No. 66

Dr. Judith Cook
Project Director
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614
(312) 880-2471
OSERS File No. 55

Dr. Marijanet Doonan
Research Director
St. Thomas Aquinas College
Rt. 340
Sparkill, NY 10976
(914) 359-9500 Ext. 285
OSERS File No. 63

Dr. Stephen Hazel
Project Director
206 Carruth-O'Leary
University of Kansas
Lawrence, KS 66044
(913) 864-4780
OSERS File No. 57

Mary Ann Katski
Project Director
George Washington University
Office of Sponsored Research
Department of Special Education
2121 Eye Street, N.W.
Washington, DC 20052
(301) 468-0913
OSERS File No. 54

Tom Lagomarcino
Project Director
University of Illinois
College of Education
110 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-2325
OSERS File No. 56

	OSERS File No.
Beth McGuire Project Director Metro Industries, Inc. 1084 Whipple Court Lexington, KY 40511 (606) 253-2658	58
Mr. Justin Marino Project Director Arizona State University Community Service Center Room 303A Tempe, AZ 85287 (602) 965-2070	53
Dr. Jan Nisbet Project Director Division of Special Education and Rehabilitation Syracuse University 805 South Crouse Avenue Syracuse, NY 13210 (315) 423-4121	64
Dr. George Tilson George Washington University Office of Sponsored Research Department of Special Education 2121 Eye Street, N.W. Washington, DC 20052 (301) 468-0913	54
Dr. Larry E. Rhodes Project Director Specialized Training Project University of Oregon 135 Education Eugene, OR 97403 (503) 686-5311	65
Dr. Judith A. Schrag Project Director Special Education Section Old Capitol Building Olympia, WA 98504 (206) 586-6394	67
Carla Jackson Project Coordinator Office of Superintendent of Public Instruction Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-6733	67

84.078B
Post-Secondary Educational Programs for Handicapped Persons - Demonstrations (Expired)

	OSERS File No.
John Bernthal Project Director 315 Barkley Memorial Center University of Nebraska Lincoln, NE 68583-0731 (402) 472-5475 (402) 472-5469	89
Lynn Frady Chancellor's Office California Community College 1107 Ninth St., 2nd Floor Sacramento, CA 95814 (916) 323-5957	86
Frank J. Bianco Project Director 154 Horn Pond Brook Road Winchester Public Schools Winchester, MA 01890 (617) 729-3091	87
Lydia Block Project Director Room 339 - Baker Systems Engineering 1971 Neil Avenue Columbus, OH 43210-1210 (614) 292-3307	97
Dr. James Brown Project Director 1954 Buford Avenue Room R460 Votec Building University of Minnesota St. Paul, MN 55108 (612) 624-7754	88
Jan Leuenberger Mary Morris Project Coordinators Speech and Hearing Clinic 315 Barkley Memorial Center University of Nebraska Lincoln, NE 68583-0731 (402) 472-5475	89
Craig Michaels Human Resources Center I.U. Willets Road Albertson, NY 11507 (516) 747-5400	85
Judith Schapiro Principal Investigator CHANCE Program Child Study Center Old Dominion University Norfolk, VA 23529 (840) 440-4735	94
Susan Meslang Project Director CHANCE Program Child Study Center Old Dominion University Norfolk, VA 23529 (840) 440-4735	94
Michael Collins Project Director Trinity College Mercy Hall University of Vermont Burlington, VT 05401 (802) 656-2936	95
Dr. Earl Davis Project Director University of Tennessee/ Chattanooga Dept. of Special Education and Counseling 332 Holt Hall 615 McCallie Avenue Chattanooga, TN 37403 (615) 755-4368	93

	OSERS File No.
Dr. Bert Flugman Project Director CASE Institute for Research and Development in Occupational Education CUNY Graduate School, Rm 620 N 33 West 42nd Street New York, NY 10036 (212) 221-3532	84
Dr. Anna Gajar Project Director Pennsylvania State University Division of Special Education and Communication Disorders 226-B Moore Building 207 Old Main University Park, PA 16802 (814) 863-2284	100
Dr. Bernard Katz Co-Project Director New York University Counselor Education Department SEHNAP Room 400 East Building Washington Square New York, NY 10003 (212) 598-7841	90
Daniel Close Project Director Division of Special Education and Rehabilitation University of Oregon Eugene, OR 97403 (503) 686-3585	92
Dorothy Fisher Project Director Housing, Industry, Training, Inc. 1007 18th Street, N.W. Mandan, ND 58554 (701) 663-0376	91
Joe Ashley Woodrow Wilson Rehabilitation Center Box 250 Fisherville, VA 22939 (703) 332-7123	96
Dr. Irvin Rosenthal Co-Project Director New York University Counselor Education Department SEHNAP Room 400 East Building Washington Square New York, NY 10003 (212) 598-7841	90

84.078C
Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

	OSERS File No.
Robert Atkins Project Director Rehabilitation Institute 3011 Baltimore Avenue Kansas City, MO 64108 (816) 756-2250 Ext. 263	112
Dr. William Bursuck Co-Project Director Department of Learning Development and Special Education 240 Graham Hall Northern Illinois University DeKalb, IL 60115 (815) 753-8441	116
Kathy McKean Project Director Child Services Demonstration Center 101 West Broadway Cushing, OK 74023 (918) 225-1882 (918) 225-4711	118
Dr. Terence G. Collins Project Director University of Minnesota General College 106 Nicholson Hall 216 Pillsbury Drive SE Minneapolis, MN 55455 (612) 625-8384	104
Dr. Juliana Corn Project Director Mathematics Department Room S245 Queensborough Community College Bayside, NY 11364 (718) 631-6350	124
Dr. Ernest Rose Co-Project Director Northern Illinois University Dept. of Educational Psychology and Special Education 240 Graham Hall DeKalb, IL 60115 (815) 753-8465	116
Dr. Pearl Seidenberg Co-Project Director C. W. Post Campus Long Island University School of Education Greenvale, NY 11548 (516) 299-2132	110
Patricia Gallen Project Director Keene State College Elliot Hall, NW 207 Keene, NH 03431 (603) 352-1909 Ext. 556	123
Alan Gartner Project Director CUNY Graduate School Office of Sponsored Research 33 West 42nd Street New York, NY 10036 (212) 790-4239	109
Dr. James P. Long Project Director National Center for Research in Vocational Education 1960 Kenny Road Columbus, OH 43210 (614) 486-3655 Ext. 476	128 & 107

	OSERS File No.
Martin Bradley Munn Project Director University of Nebraska Handicapped Services 132 Administration Building Lincoln, NE 68588-0473 (402) 472-3417	111
Jacque Murray Project Director Vanguard School P.O. Box 730 North Valley Road Paoli, PA 19301 (215) 296-6753	106
Connie Dalke Project Coordinator Project ASSIST University of Wiscosin - Whitewater Roseman 2019 800 N. Main Street Whitewater, WI 53190 (414) 472-4788	105 & 169
Christy A. Horn University of Nebraska Handicapped Services 132 Administration Building Lincoln, NE 68588-0473 (402) 472-3417	111
Jeff Vernooy Handicapped Student Services Wright State University 133 Student Services Wing Dayton, OH 45435 (513) 873-2141	108
Karen Spencer Project Director Department of Occupational Therapy Colorado State University Project TCE 303 Occupational Therapy Bldg. Fort Collins, CO 80523 (303) 491-5930	115
Jean Crockett Project Director Human Resources School Searington Road Albertson, NY 11507 (516) 747-5400	103
Fred Peters Project Director Helping Hands Rehabilitation Center 9649 West 55th Street Countryside, IL 60525 (312) 352-3580	113
Lynda Price Project Director 106 Nicholson Hall 216 Pillsbury Drive, SE General College University of Minnesota Minneapolis, MN 55455 (612) 625-7578 & 625-8384	117
Chris Primus Project Director Division of Student Educational Opportunity Box 3808 University Station Laramie, WY 82071 (307) 766-6189	121
Dr. Bob Nathanson Project Coordinator Long Island University Brooklyn Campus Special Education Department University Plaza Brooklyn, NY 11201 (718) 403-1044	101
Gladys M. Tucker Project Director University of Utah Department of Special Education Salt Lake City, Utah 84112 (801) 581-5020	168

	OSERS File No.
Doris Rader Project Director Brevard Community College 1519 Clearlake Road Cocoa, FL 32922 (305) 632-1111 Ext. 3606	122
Monica Roth Project Director Office of the Disabled SUNY at Stony Brook Stony Brook, NY 11794 (516) 632-6748	125
Paul Edwards Miami-Dade Community College-North 11380 N.W. 27th Avenue Miami, Fl 33167 (305) 347-1272	114
Jay Segal Project Director Community College of Philadelphia 1700 Spring Garden Street Philadelphia, PA 19130 (215) 751-8289	119
Stephen H. Simon Project Director Handicapped Student Services Wright State University 133 Student Services Wing Dayton, OH 45435 (513) 890-2251	108
Dr. Ninia Smith Project Director Department of Special Education Fort Hays State University Hays, KS 67601 (913) 628-4213	127
Arlene Stewart Project Director 8 McKee Building Western Carolina University Cullowhee, NC 28723 (704) 227-7127	120
Sally Vernon Project Director Center for Disabled Student Services Chicago City-Wide College 6th floor, 226 West Jackson Chicago, IL 60606 (312) 443-5209	126
Steve Oscharoff Center for Disabled Student Services Chicago City-Wide College Center for Disabled Student Services 6th floor, 226 West Jackson Chicago, IL 60606 (312) 641-2595	126
Dr. John Bernthal Project Director University of Nebraska-Lincoln Special Education and Communication Disorders 253K Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5469	158
Julie Geis Project Coordinator University of Nebraska-Lincoln Special Education and Communication Disorders 253K Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5530	158
Beverly Blue Project Director Learning Disabilities Consortium Central Piedmont Community Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6621	164

	OSERS File No.
Bette Angotti Project Director Learning Disabilities Consortium Central Piedmont Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6621	164
Dr. Larry Bonner Project Director Richland College 12800 Abrams Road Dallas, TX 75243-2199 (214 238-6372	166
Ann Straley Project Coordinator Richland College 12800 Abrams Road Dallas, TX 75243-2199 (214) 238-6372	166
Mary Ellen Brady Project Director Shriver Center 200 Trapelo Road Waltham, MA 02254 (617 642-0257	156
Dr. Alec Peck Boston College McGuinn Hall 500 Chestnut Hill, MA 02167 (617) 552-4202	156
Sara Cowen Project Director Northern Illinois University Graham Hall 237 DeKalb, IL 60115 (815) 753-1117	155
Catherine W. McCarty Disabled Student Services University of Wisconsin-Milwaukee P.O. 413 Milwaukee, WI 53201 (414) 229-6239 (414) 229-6287	170
Dr. Bert Flugman Project Director CASE Institute for Research and Development in Occupational Education Graduate School, City University of New York Room 620 N, 33 West 42nd Street New York, NY 10036 (212) 221-2985	159
Dolores Perin Project Coordinator CASE Institute for Research and Development in Occupational Education Graduate School, City University of New York Room 620 N, 33 West 42nd Street New York, NY 10036 (212) 221-2985	159
Marilyn Waters Gordon Project Director Valencia Community College Computer Programmer Training for the Disabled Mail Code 3-8 P.O. Box 3028 Orlando, FL 32802 (305) 299-5000 Ext. 2382	154
Edward Hanna Project Coordinator Valencia Community College Computer Programmer Training for the Disabled Mail Code 3-8 P.O. Box 3028 Orlando, FL 32802 (305) 299-5000 Ext. 2382	154
Dr. Ruth Williams Project Director Special Assistant to the Vice Chancellor University of Wisconsin-Milwaukee P.O. Box 143 Milwaukee, WI 53201 (414) 229-6239	170

	OSERS File No.
Dr. Rosa Hagin Project Director Fordham University Lincoln Center Graduate School of Education 113 West 60th Street New York, NY 10023 (212) 841-5579	160
Elizabeth Lorenzi Project Coordinator Fordham University Lincoln Center Graduate School of Education 113 West 60th Street New York, NY 10023 (212) 841-5579	160
Patricia Kercher Project Director Great Falls Public Schools Vocational-Technical Center 2100 16th Avenue South Great Falls, MT 59405 (406) 791-2105	157
Dewey Swank Project Coordinator Great Falls Public Schools Vocational-Technical Center 2100 16th Avenue South Great Falls, MT 59405 (406) 791-2105	157
Craig Michaels Project Director Human Resources Center I.U. Willets Road Albertson, NY 11507 (516) 747-5400	161
Marshall Mitchell Project Director Amarillo College ACcess Division P.O. Box 447 Amarillo, TX 79178 (806) 371-5436	167
Deana Milliron Project Coordinator Amarillo College ACcess Division P.O. Box 447 Amarillo, TX 79178 (806) 371-5436	167
Dr. Paul Naour Project Director Muskingum College Education Department 220 Montgomery Hall New Concord, OH 43762 (614) 826-8246	165
Donna Adornetto Project Coordinator Muskingum College Education Department 220 Montgomery Hall New Concord, OH 43762 (614) 826-8246	165
Dr. William R. Richards Project Director Community College of Denver Developmental Studies 1111 West Colfax, Box 600 Denver, CO 80204 (303) 556-8455	151
Dr. Betsy Cabell Project Coordinator Community College of Denver Developmental Studies 1111 West Colfax, Box 600 Denver, CO 80204	151
Dr. Irwin Rosenthal Project Director New York University Counselor Education Department Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5572	162

	OSERS File No.
Dr. William Roth Project Director Research Foundation of SUNY SUNY at Albany P.O. Box 9 Albany, NY 12201 (518) 442-3850	163
Dr. Stan Shaw Co-Project Director University of Connecticut Special Education Center U-64, 249 Glenbrook Road Storrs, CT 06268 (203) 486-4032	153
Loring C. Brinckerhoff Northeast Technical Assistance Center for LD College Programming U-64, Dept. of Ed. Psychology LD College Unit University of Connecticut Storrs, CT 06268 (203) 486-4033	153
Dr. Patricia S. Tomlan Project Director Community College of Aurora 791 Chambers Road Aurora, CO 80011 (303) 741-1003 (303) 360-4726	152

84.086M
Transition Skills Development for Severely Handicapped Including Deaf-Blind Youth

	OSERS File No.
Jerry Keener Project Director Monroe County School Coop. 315 North Drive Bloomington, IN 47401 (812) 339-3488	145
Dr. Judith Cook Project Director Thresholds 2700 North Lakeview Avenue Chicago, IL 60614 (312) 880-2471	149
Sandra Copman Project Director Action for Boston Community Development, Inc. 178 Tremont Street, 7th Floor Boston, MA 02111 (617) 357-6000 Ext. 570	142
Jamey Gittings Project Director Department of Special Education and Rehabilitation College of Education University of Arizona Tucson, AZ 85721 (602) 621-7823	147
Dr. Robert Horner Project Director University of Oregon 135 Education Building Eugene, OR 97405 (503) 686-5311	143
Jim Panzer Project Coordinator Institute for the Study of Developmental Disabilities 2853 E. 10th Street Bloomington, IN 47405 (812) 335-6508	145
Dan Hulbert Project Director Whittier Union High School District Career Assessment and Placement Center 9401 South Painter Avenue Whittier, CA 90605 (213) 698-8121	146
Dr. Norman Hursh Project Director Boston University, Sargent College Department of Rehabilitation Counseling University Road Boston, MA 02215 (617) 353-2725	141
Stephanie Powers New Hampshire DD Council Box 315 10 Terry Street The Concord Center Concord, OH 03301 (603) 271-3236	150
Bonnie Bolton Project Coordinator Whittier Union High School District Career Assessment and Placement Center 9401 South Painter Avenue Whittier, CA 90605 (213) 698-8121	146
Barbara Wilcox Project Coordinator Institute for the Study of Developmental Disabilities 2853 E. 10th Street Bloomington, IN 47405 (812) 335-6508	145

	OSERS File No.
Betty Macintosh Project Director State Office Tower Ohio Dept. of Mental Retardation & Developmental Disabilities 30 East Broad St., Room 1275K Columbus, OH 43215 (614) 466-7203	148
Dr. Gary Parsons Project Director Lexington School 1130 West County Road B Roseville, MN 55113 (612) 633-8691	144
Donald E. Tarr Project Director Grossmont Union High School District Special Education Career Center 230 Jamacha Road El Cajon, CA 92019 (619) 442-0693	140
Glen Maxion Project Coordinator Grossmont Union High School District Special Education Career Center 230 Jamacha Road El Cajon, CA 92019 (619) 442-0693	140
Cynthie Johnson Project Coordinator State Office Tower Ohio Dept. of Mental Retardation & Developmental Disabilities 30 East Broad St., Room 1275K Columbus, OH 43215 (614) 466-6051	148
Sandra Thompson Project Director NE Metro Intermediate Dist. 916 1130 West County Road B Roseville, MN 55113 (612) 633-8691	144

84.128A
Rehabilitation Services - Special Project

	OSERS File No.
Sherry A. Curley Project Director Navajo Vocational Rehabilitation Program P.O. Box 1420 Window Rock, AZ 86515-1420 (602) 871-5076	83
George Drummond Project Director Department of Rehabilitation Services 112 Mactanly Place Box 255 Staunton, VA 24401 (703) 332-7716	82
Maxine Fuller Project Director Goodwill Industries of America, Inc. 9200 Wisconsin Avenue Bethesda, MD 20814 (301) 530-6500	81
Philip Mertz Project Director Virginia Dept. for the Visually Handicapped 397 Azalea Avenue Richmond, VA 23227-3697 (804) 371-3117	79
Patricia Patton Project Director San Diego State University 6310 Alvarado Court San Diego, CA 92120 (619) 229-2462	80
Elmer Guy Navajo Vocational Rehabilitation Program P.O. Box 1420 Window Rock, AZ 86515-1420 (602) 871-5076	83

84.158A
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Projects

	OSERS File No.
Dr. Paul Wehman College of Education Rehabilitation Research and Training Center VCU Box #2011 Richmond, VA 23284-0001 (804) 367-1851	28
Angela Traiforos IAM-CARES 1300 Connecticut Ave., NW Washington, DC 20036 (202) 857-5173	24
Paul Bucci Academy for Educational Development 1255 23rd St., N.W., Suite 400 Washington, DC 20037 (202) 862-1907	23
Patricia M. Catapano Project Director Young Adult Institute and Workshop 460 West 34th Street New York, NY 10001-2382 (212) 563-7474	30
Dr. Richard Dever Project Director Center for Innovation in Teaching the Handicapped 2805 East 10th St. Suite 150 Bloomington, IN 47405 (812) 335-0423	26
Dr. Robert Stodden Project Director University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-7956	25
Bert L'Homme City Lights, Inc. 7 New York Avenue, NE Washington, DC 20002 (202) 682-0818	23
Michael Kramer Project Coordinator Young Adult Institute and Workshop 460 West 34th Street New York, NY 10001 (212) 563-7474	30
John Emerson Seattle School District #1 Career Vocational Education Wilson Pacific Annex, Rm. 303 1330 North 90th Street Seattle, WA 98103 (206) 281-6796	34
Devi Jameson Employment Retention Program Richmond Unified School District 1108 Bissell Avenue Richmond, CA 94804 (415) 724-4657	20

	OSERS File No.
Dr. Doris Helge Project Director Miller Hall 359 Western Washington University Bellingham, WA 98225 (206) 676-3576	33
Roberta Y. Housman Project Director Human Resources Center I.U. Willets Road Albertson, NY 11507 (516) 747-5400 Ext. 1239	29
Dan Hulbert Project Director Whittier Union High School Dist. Career Assessment and Placement Center 9401 South Painter Avenue Whittier, CA 90605 (213) 698-8121 Ext. 307	21
Patricia Juhrs Executive Director Community Services for Autistic Adults and Children, Inc. 751 Twinbrook Parkway Rockville, MD 20851 (301) 762-1650	27
Greg R. Weisenstein University of Washington 407 Miller Hall, DQ-12 Seattle, WA 98195 (206) 545-1807 Seattle, WA 98103 (206) 281-6796	35
Dr. Larry E. Rhodes Specialized Training Program 135 Education University of Oregon Eugene, OR 97403 (503) 686-5311	31
Dr. Patricia Tompkins-McGill Las Cumbres Learning Services, Inc. P.O. Box 740 Los Alamos, NM 87544 (505) 672-1791	28
Dr. Dennis Mithaug University of Colorado School of Education P.O. Box 7150 Colorado Springs, CO 80933-7150 (303) 593-3114	22

84.158B
Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services
(Expired)

	OSERS File No.
Dr. Mitylene Arnold University Affiliated Program University of Georgia 850 College Station Road Athens, GA 30610 (404) 542-1235	74
D. Joyce O'Reilly Division of Rehabilitation Services State Department of Education 600 Asylum Ave. Hartford, CT 06105 (203) 566-3317	70
Barbara Bennett Division of Vocational Education 321 East 11th Street L-1 Building Wilmington, DE 19801 (302) 571-3916 or 571-2850	71
Charles E. Bradford IAM-CARES 1300 Connecticut Avenue, N.W. Washington, DC 20036 (202) 857-5713	72
Ted Olson Clover Park School District #400 10020 Gravelly Lake Drive SW Tacoma, WA 98499 (206) 756-8223	77
Joseph J. Pasanella Santa Barbara High School District 723 East Cota Street Santa Barbara, CA 93105 (805) 963-4331	69
Dr. James Galloway Executive Director of National Directors Association for Special Education 2021 K North West, Suite 315 Washington, DC 20006 (202) 296-1800	73
Gary Gronberg Director of Organization and Employment, Apprenticeship, and Training North Dakota Department of Public Instruction for Special Education Capitol Building Bismark, ND 58505 (701) 224-2277	75
Josephine Guerrero-Mesta Department of Education Lower Basin Saipan, Commonwealth of the Northern Mariana Islands 96950 670-332-9956	78
Gail O'Connor North Bay Regional Center 1710 Soscol Ave., Suite 1 Napa, CA 94559-1387 (707) 252-0213	68
William A. Quinones Dallas Independent School District 4528 Rusk Avenue Dallas, TX 75204 (214) 826-0250	76

OSERS
File No.

Dr. Ruth Turner
Dallas Independent School
District
Administrator of Special
Education
12532 Neustra
Dallas, TX 75230
(214) 490-8701

76

84.158C
Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

	OSERS File No.
Terence W. Adams Genesis Learning Center 477 McMurray Drive Nashville, TN 37211 (615) 832-4222	38
Dr. Paul Bates Co-Project Director Department of Special Education Southern Illinois University Carbondale, IL 62901 (618) 453-2311	137
Susan S. Behle Utah Department of Social Services DSH 150 W. North Temple, 2nd Floor Salt Lake City, UT 84109 (801) 533-7146	36
Betsy Bounds Project Director Tucson Unified School District 1010 E. 10 Street Tucson, AZ 85717-0400 (602) 882-2421	134
Cynthia G. Brown Council of Chief State School Officers Suite 379 400 N. Capitol Street NW Washington, DC 20001 (202) 393-8159	52
Jani Lambrou Project Director Idaho State Dept. of Education LBJ Building - 650 West State St. Boise, ID 83720 (208) 334-3940	188
Dr. James Caccamo Independence School District 14220 E. 35th Street Independence, MO 64055 (816) 833-3433 & 833-4417	42
Carl Suter Co-Project Director Governor's Planning Council on Developmental Disabilities 840 South Spring Street Springfield, IL 62706 (217) 782-9696	137
Stephen White Project Director Great Falls VOTEC Center 2100 - 16th Avenue South Great Falls, MT 59405 (406) 791-2281	130
Richard F. Zachmeyer Project Director Kentucky Coalition for Career and Leisure Development 366 Waller Avenue., Suite 119 Lexington, KY 40504 (606) 278-4712	139
Patrick McGinn Independence School District 14220 East 35th Street Independence, MO 64055 (816) 833-3433 & 833-4417	42
Dr. Marc Hull Project Director State Department of Education Special Education Unit 120 State Street Montpelier, VT 05602 (802) 828-3141	182

	OSERS File No.
Dorothy Crawford Research and Development Training Institute P.O. Box 15112 Phoenix, AZ 85060 (602) 254-0822	51
Lawrence Dennis Co-Project Director Vocational Special Education Division of Vocational and Career Education Ohio Department of Education Room 901, 65 South Front Street Columbus, OH 43266-0308 (614) 466-5718	132
Barbara Elliott Educational Service Unit #9 P.O. Box 2047 Hastings, NE 68901 (402) 463-5611	37
Duane Gagnon Project Director Humboldt Unified School District Drawer A Dewey, AZ 86327 (602) 772-9200 Ext. 45	138
John Beard Project Coordinator Humboldt Unified School District Drawer A Dewey, AZ 86327 (602) 772-9200 Ext. 45	138
Lawrence Gloeckler Assistant Commissioner New York State Education Department Room 1073 EBA Albany, NY 12234 (518) 474-5548	46
Susan Gurganus Division of Exceptional Children North Carolina Department of Public Instruction 116 W. Edenton St. Raleigh, NC 27603-1712 (919) 733-3004	43
Dorsey Hiltenbrand Project Director Department of Student Services and Special Education Devonshire Center 2831 Graham Road Falls Church, VA 22042 (703) 876-5223	133
Debbie N. Hatcher Employment Opportunities, Inc. 3509 Haworth Drive, Suite 402 Raleigh, NC 27609 (919) 782-8346	47
Mary Kelvin Project Director Virginia Department for the Visually Handicapped 397 Azalea Avenue Richmond, VA 23227 (804) 264-3157	45
Carolyn Meredith-Henderson Project Director Douglas Cooperative, Inc. 483 River Parkway, Suite 2 Sevierville, TN 37862 (615) 453-1671	135
Ray Rothstrom Project Director Oregon Department of Education Special Education Division 700 Pringle Parkway, SE Salem, OR 97310 (503) 378-4765	181

	OSERS File No.
Dr. Sue Ann Morrow Edge, Inc. 301 E. Missouri Kirksville, MO 63501 (816) 665-9465	39
Michael Peterson Project Director Mississippi State University Counselor Education P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	136
Michael Norman Project Director Human Development Institute Porter Building University of Kentucky Lexington, KY 40506-0205 (606) 257-1337	48
Anthony G. Faina Project Director Virginia Department of Education Division of Special Education P.O. Box 6Q Richmond, VA 23216-2060 (804) 225-2880	131 & 183
Lucinda Gerson Project Director Easter Seal Society of CT Hemlocks Outdoor Education Center P.O. Box 100, Jones Street Hebron, CT 06248 (203) 228-9438	185
Valerie V. LaVake Project Coordinator Easter Seal Society of CT Hemlocks Outdoor Education Center P.O. Box 100, Jones Street Hebron, CT 06248 (203) 228-9438	185
Gerry Schwarzentraub Stockton Unified School District 701 N. Madison Stockton, CA 95202 (209) 944-4872	40
Dr. David Test Department of Curriculum and Instruction University of North Carolina - Charlotte Charlotte, NC 28223 (704) 547-2531	41
Ray Graesser Project Coordinator Virginia Department of Education Division of Special Education P.O. Box 6Q Richmond, VA 23216-2060 (804) 225-2880	131
Kathleen K. May Children's Hospital 2924 Brook Road Richmond, VA 23220 (804) 321-7474	44
Dr. Elnora Gilfoyle Project Director Colorado State University Department of Occupational Therapy 303 Occupational Therapy Building Ft. Collins, CO 80523 (303) 491-5930	184
Jean Morganweck Project Coordinator Colorado State University Department of Occupational Therapy 303 Occupational Therapy Building Ft. Collins, CO 80523 (303) 491-5930	184

	OSERS File No.
Margaretha Vreeburg Izzo Co-Project Director National Center for Research in Vocational Education Ohio State University 1960 Kenny Road Columbus, OH 43210-1090 (614) 486-3655	132
J. Russell Doumas Project Director Advent Enterprises, Inc. 2116 Nelwood Columbia, MO 65202 (314) 474-8560	190
Melanie Gibson Project Coordinator Advent Enterprises, Inc. 2116 Nelwood Columbia, MO 65202 (314) 474-8560	190
Susan Sinkewiz Project Coordinator Virginia Dept. of Education Division of Special Education P.O. Box 6-Q Richmond, VA 23216-2060 (804) 225-2889	183
Sonja Burnham Project Coordinator Mississippi State University Counselor Education P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	136
Dr. Larry Rhodes Project Director University of Oregon Specialized Training Program 135 Education Building Eugene, OR 97403 (503) 244-6111 Ext. 4383	192
Susan Bert Project Coordinator University of Oregon Specialized Training Program 135 Education Building Eugene, OR 97403 (503) 244-6111 Ext. 4383	192
Dr. Marjorie T. Goldstein Project Director William Paterson College of New Jersey Department of Special Education 300 Pompton Road Wayne, NJ 07470 (201) 595-3092	191
Dr. Susan H. Kuveke Associate Director William Paterson College of New Jersey 300 Pompton Road Wayne, NJ 07470 (201) 595-3092	191
B. J. Schenck Project Director School Board of Alachua County Division of Student Support 620 E. University Avenue Gainesville, FL 32601 (904) 336-3676	186
Vicente Perez Project Coordinator School Board of Alachua County Division of Student Support 620 E. University Avenue Gainesville, FL 32601 (904) 336-3676	186
Dr. Robert Stodden Project Director University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-7956	187

	OSERS File No.	OSERS File No.
Ronald James Project Coordinator University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 948-7956	187	
Dr. David P. Wacker Project Director University of Iowa Division of Developmental Disabilities 251 Hospital School Iowa City, IA 52242 (319) 353-6452	189	
Thomas H. Flynn Project Coordinator University of Iowa Division of Developmental Disabilities 251 Hospital School Iowa City, IA 52242 (319) 353-6452	189	

84.158L
Models for Providing Secondary Mainstreamed Learning Disabled and Other Mildly Handicapped Students With Job Related Training

Dr. John M. Aiken — OSERS File No. 175
Project Director
Parsons State Hospital & Training Center
2601 Gabriel
Parsons, KS 67357
(316) 421-6550 Ext. 1872

Frank Anderson — OSERS File No. 173
Co-Project Director
IDEAS (Institutional Development and Economic Affiars Service, Inc.)
Magnolia Star Route
Nederland, CO 80466
(303) 443-8789

Brian Beun — OSERS File No. 173
Co-Project Director
IDEAS (Institutional Development and Economic Affiars Service, Inc.)
Magnolia Star Route
Nederland, CO 80466
(303) 443-8789

Betsy Bounds — OSERS File No. 171
Project Director
Tucson Unified School District
P.O. Box 40400
1010 E. 10th Street
Tucson, AZ 85717-0400
(602) 882-2421

Daniel M. Perino — OSERS File No. 171
Project Coordinator
Tucson Unified School District
P.O. Box 40400
1010 E. 10th Street
Tucson, AZ 85717-0400
(602) 882-2421

Patricia M. Catapano — OSERS File No. 176
Project Director
Young Adult Institute, Inc.
460 West 34th Street, 11th Floor
New York, NY 10001
(212) 563-7474

Dr. Charles Coker — OSERS File No. 180
Project Director
University of Wisconsin-Stout
Research and Training Center
Stout Vocational Rehabilitation Institute
Menomonie, WI 54751
(715) 232-2236

Dave Swan — OSERS File No. 180
Project Coordinator
University of Wisconsin-Stout
Research and Training Center
Stout Vocational Rehabilitation Institute
Menomonie, WI 54751
(715) 232-2236

Dr. Robert Gaylord-Ross — OSERS File No. 172
Project Director
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132
(415) 469-1161

Shep Siegel — OSERS File No. 172
Project Coordinator
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132
(415) 469-1161

	OSERS File No.
Dr. Joseph Jenkins Co-Project Director Experimental Education WJ-10 University of Washington Seattle, WA 98195 (206) 543-4011	179
John Emerson Co-Project Director Experimental Education WJ-10 University of Washington Seattle, WA 98195 (206) 543-4011	179
Sally Vernon Project Director Chicago City Wide College 6th Floor 226 West Jackson Chicago, IL 60606 (312) 443-5203	174
P. Hayes-Eversley Project Coordinator Chicago City Wide College 6th Floor 226 West Jackson Chicago, IL 60606 (312) 443-5203	174
Dr. Greg Weisenstein Project Director University of Washington 407 Miller Hall DQ-12 Seattle, WA 98195 206-545-1801	178
Sharon Field Project Coordinator University of Washington 407 Miller Hall DQ-12 Seattle, WA 98195 206-545-1801	178
Dr. Irwin Rosenthal Project Director Counselor Education Department New York University Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5572	177

Research Faculty at the University of Illinois

Janis Chadsey-Rusch
Assistant Professor of
Special Education

Lizanne DeStefano
Assistant Professor of
Educational Psychology

Delwyn L. Harnisch
Associate Professor of
Educational Psychology

Laird W. Heal
Professor of Special
Education

Francesca Lundström
Assistant Professor of
Special Education

L. Allen Phelps
Professor of Vocational
Education

Adelle M. Renzaglia
Associate Professor of
Special Education

Frank R. Rusch
Professor of Special
Education

Robert E. Stake
Professor of Educational
Psychology

Institute Advisory Committee

Secondary Transition Intervention Effectiveness Institute
University of Illinois at Urbana-Champaign

Dianne E. Berkell, Ph.D.
Department of Special Education
Long Island University
C.W. Post Center

Dan Hulbert
Career Assessment and
Placement Center
Whittier (CA) Union High
School District

Gary Lambour, Ph.D.
Special Education Consultant
Connecticut State Department
of Education

Joel Levy, Ph.D.
Young Adult Institute
New York

Robert L. Linn, Ph.D.
Department of Educational
Psychology
University of Colorado-Boulder

Dennis Mithaug, Ph.D.
Department of Special Education
University of Colorado-
Colorado Springs

Jeri Nowakowski, Ph.D.
Office of Educational Evaluation
and Policy Study
Northern Illinois University

Nick L. Smith, Ph.D.
School of Education
Syracuse University

Carl Suter
Governor's Planning Council on
Developmental Disabilities
Springfield, Illinois

Craig Thornton, Ph.D.
Mathematica Policy Research
Princeton, New Jersey

Ann Turnbull, Ph.D.
Joseph P. Kennedy, Jr., Foundation
Washington, D.C.

Timm Vogelsberg, Ph.D.
Developmental Disabilities Center
Temple University

Paul Wehman, Ph.D.
Rehabilitation Research
and Training Center
Virginia Commonwealth University

Claude Whitehead
Employment Related
Services Associates
Washington, D.C.

Russell Zwoyer
Associate Dean for Research
College of Education
University of Illinois at
Urbana-Champaign

TRANSITION INSTITUTE AT ILLINOIS